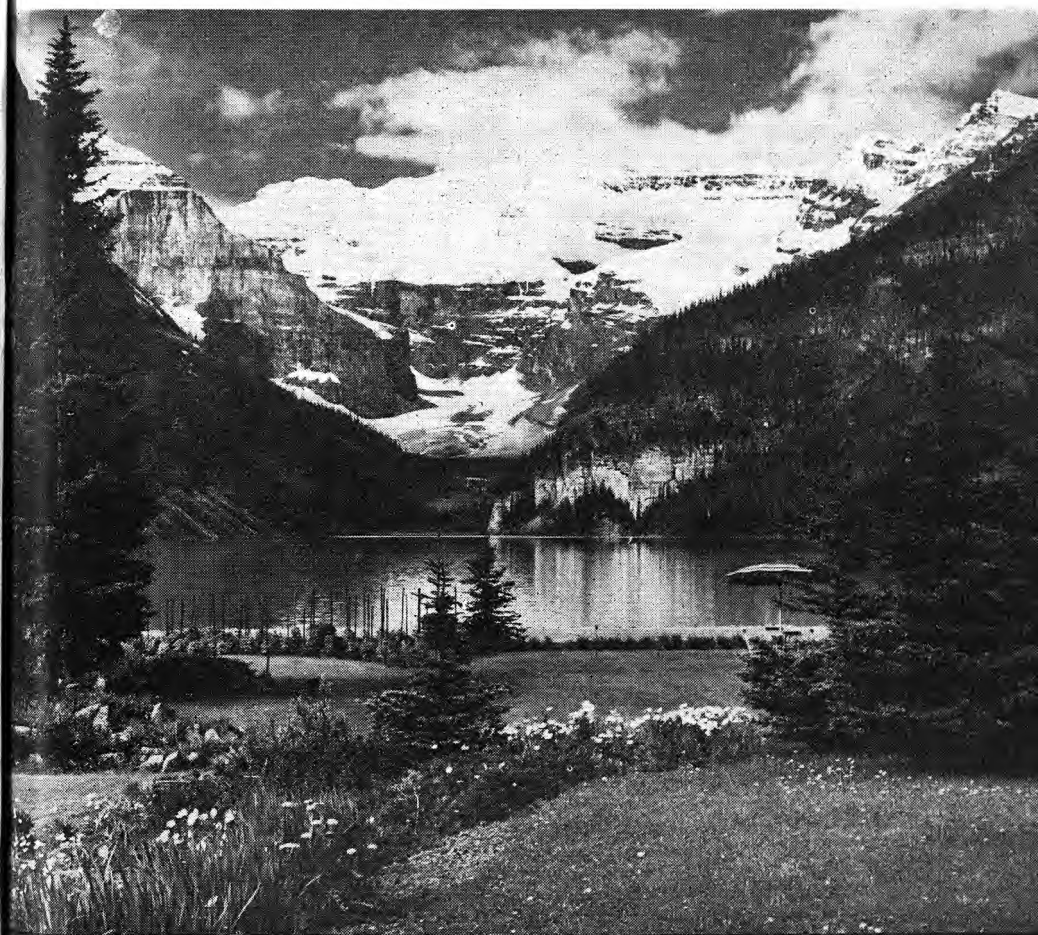


THE **ATA** MAGAZINE



Lake Louise

JUNE 1950



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THE A T A MAGAZINE

ERIC C. ANSLEY, Managing Editor
Imperial Bank Bldg., Edmonton

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CONTENTS

REGULAR FEATURES

Editorial	4
Our President's Column	6
Sparks	25
Our Library	26
Official Bulletin	27
News from Our Locals	41

SPECIAL FEATURES

Assistant Secretary	7
Education: Rise and Decline	8
<i>The Barrhead Leader</i>	
The Teaching of High School Latin	10
<i>Walter H. Johns</i>	
The Principal and the School.....	13
<i>J. F. K. English</i>	
Life in a Small Town	17
<i>G. W. Robertson</i>	
The Myth About Phonics	19
<i>Bland Burekhart</i>	
County Act Criticism	22
<i>The Edmonton Journal</i>	
Dr. Sansom Replies	23
A.T.A. Workshop	24

OFFICIAL NOTICES

Report of Grade X Survey Tests	28
<i>Clarence Sansom</i>	
A.T.A. Representatives on Committees	34
Convocation, May 1950	35
Resolutions	38

RES COMES TO ALBERTA

THE EDITORS of teachers' magazines from most of the states and the provinces will be meeting in Banff from June 13 to June 23 at the RES (Rural Editorial Service) Workshop. This will be the fifth meeting sponsored by the Kellogg Foundation Fund Committee. The others have been held in Chicago (twice), Palo Alto, and New York. It will mark the first time that the workshop has been held in Canada. Alberta is honored in having the editors, the executive secretaries of teachers' organizations in the United States and Canada, and the distinguished consultants meet in our province. The Alberta Teachers' Association extends to everyone at the RES Workshop a cordial welcome.

Some of the distinguished consultants who will be at the workshop are: O. M. Forkert, Graphic Arts; W. J. L. Gibbons, British Photographic Laboratories, Banff, Andrew D. Holt, president, National Education Association; Roy Larsen, chairman, National Citizens' Commission for the Public Schools; Georgia Rawson, executive vice-president, State Teachers' Magazines, Inc.; Wilbur Schramm, director, Institute of Communications Research, University of Illinois; H. E. Smith, dean-elect, Faculty of Education, University of Alberta; Ralph W. Tyler, dean, Division of Social Sciences, University of Chicago.

For most of the editors of teachers' magazines, the RES Workshop is the best if not the only opportunity to obtain expert advice on such matters as editorial planning, educational writing, layout and design, readability and readership surveys, printing and type, covers, pictures and cartoons, advertising, etc.

At one of the general sessions, the secretaries of the teachers' associations of the four western provinces will head a panel discussion on the subject, "A Teaching Profession Act: Its Benefits and Responsibilities."



Whenever teachers from the States and Canada meet, the work of professional organizations is a major topic. The similarities and differences are discussed in detail. In general, teachers' associations in Canada have tried to get legal status first, with the idea of improving qualifications later. The American associations, on the other hand,

have tried to raise their qualifications (in some states no teacher is granted a certificate with less than four years of university training), assuming that the public would be appreciative and would at once bestow on teachers the professional status and prestige enjoyed by members of other professions.

It is interesting to note that, to date, not a single state has a teaching profession act. Not one state has the right to discipline its own members. Not one state has security of tenure, such as teachers have in British Columbia and Alberta. Not one state has collective bargaining privileges for teachers.

Not a single province in Canada has a minimum training period for teachers of more than one year. In Alberta, a temporary license is granted after one year of training. However, in some states, although there is no teaching profession act, the teachers' association does control the supply of teachers. In Canada the lack of control by the associations of the supply of teachers is one of the main reasons that the teaching profession has remained at such a low level. Teaching has been a stepping stone instead of a career. As soon as there is a shortage of teachers in any province in Canada, the department of education, through its control of certification, simply lowers the standards for entrance to teachers' colleges or else hands out permits until every classroom is filled with some sort of a "teacher."

One of the benefits from meetings, at which there are teachers from the States and from Canada, results from the inevitable interchange of opinion. Canadian teachers will learn how the teachers in the States managed to raise the qualifications for teachers, how the American associations run their educational publicity and public relations programs. Perhaps our friends from the States may profit from our experiences in campaigns for teaching profession acts, disciplinary powers, security of tenure, collective bargaining for teachers, and control of teacher training by the universities.

The Government of Alberta has invited the delegates to a dinner in the Chateau Lake Louise on Saturday, June 17, on which occasion the Hon. Ivan Casey, minister of education, will give an address. It is planned that the party will go to Lake Louise early Saturday afternoon and stay over until Sunday, which will give everybody, many of whom will be visiting the Canadian Rockies for the first time, an opportunity to see Lake Louise, one of Alberta's finest scenes.

Our President's Column

SUMMER vacation is nearly here with all its attendant rush and expectancy. Our students face it with a mixture of relief and anxiety, just as many of us will face the later weeks in August following our annual bout with a Summer Session. Whatever the summer vacation may have in store for us, may it be as pleasant and as useful as you could wish.

June 30, 1950, is for many just the end of another school year, but for some . . . it will mark the end of a teaching career. It might not be amiss at this time to reflect on the mixture of feelings with which one can approach retirement age. On one hand there is the vista of a rest well-earned, time to do some of the things one has always wanted to do; and on the other is the break with a way of life, with old friends, and with the stimulating associations of the classroom. We, too, must rejoice that our friends turn now to a more leisurely life, and regret that we lose their counsel and experience.

Following the Annual General Meeting of our Association your Executive is just beginning to meet some of the problems referred for study and action. You will know by now that W. E. Kostash of Edmonton has been appointed assistant secretary of the Alberta Teachers' Association with duties to commence about the middle of July. We wish him all success in the new position he is to assume.

The Alberta Teachers' Association Building has been further delayed owing to the fact that our lot lies in an area through which Edmonton

city planners tentatively plan to construct a scenic drive. In view of this situation we will be forced to rent temporary premises until the City of Edmonton makes clear its final decision.

Mr. Ansley, Miss Gimby, and myself will be in attendance as the Alberta delegation to the annual conference of the Canadian Teachers' Federation to be held in Saskatoon in early August. Mr. Wiggins, our past-president, will be in attendance as vice-president of the Canadian Teachers' Federation. Earlier, in July, Mr. Wiggins will be attending W.O.T.P. sessions in Ottawa. Reports of these important meetings will be available early in the fall.

The second Alberta Teachers' Association Workshop will be held in Banff during the last week in August. Representatives from most local associations will be in attendance and we might hope that the week will be as productive and as successful as that of last year. It is interesting to note that following our lead into this field, British Columbia and Saskatchewan are planning workshops for their organizations.

You will be interested to know that the Alberta Teachers' Association has communicated with the Manitoba Teachers' Society to ascertain in what ways we might assist our associates in the flood-stricken areas of that province. The Canadian Teachers' Federation has also initiated plans to assist the Manitoba teachers in their rehabilitation following their harrowing experiences.

F. J. C. SEYMOUR.

The A.T.A. Magazine

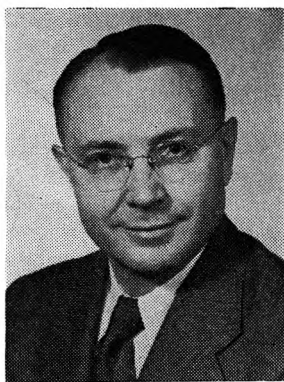
Assistant Secretary

William E. Kostash, Edmonton, was appointed assistant to Eric. C. Ansley, general secretary of the Alberta Teachers' Association, by the Provincial Executive at its meeting on May 6. He will begin his duties in July.

Mr. Kostash was superintendent at the examinations branch of the Department of Education and for seven years was an instructor at the Correspondence School Branch.

A graduate of the University of Alberta, he holds bachelor of commerce and master of education degrees. He taught school for 16 years in the Vegreville district and was principal at Hairy Hill for seven years.

He has been active with the As-



W. E. KOSTASH

sociation for a number of years and was on the Provincial Executive from 1937 to 1940. For six years he was president of the Two Hills Local.

He is also a member of the Norwood branch of the Canadian Legion.

The success of any administrator depends in a large measure upon the teachers in the school system. No matter how well-trained the members of the teaching force may be, it is absolutely essential that they continue to grow while in service. The superintendent should not only encourage the teachers to attend summer schools, but he should set the example by attending himself, and seeing to it that he grows professionally with the teachers. The superintendent cannot expect to secure the attendance of many of the teachers at summer school when he himself frequently overlooks opportunities for professional growth.

Excerpt from "When is a Superintendent Successful?"

Alabama School Journal.

Education: Rise and Decline

GUEST EDITORIAL

Reprinted from *The Barrhead Leader*

Is The Dollar the Yardstick by Which We Measure Educational Progress in Alberta?

IN BARRHEAD a farsighted and progressive divisional board and superintendent have worked a modern miracle. Only a few years ago this division could well be classed as among the most backward in Alberta as far as providing educational opportunity for its youth was concerned. In the whole division there was not one school building that could be classed as modern. Practically no facilities existed for providing high school instruction for rural pupils. The percentage of "drop-outs" was extremely high, and the percentage of high school graduates amazingly low. Only academic subjects were taught. Many rural schools were without teachers and some even without supervisors. In many of the more remote districts children received almost no education. In others, the standards were terribly low. In only a few of the graded schools and a few rural districts that were fortunate enough to obtain and keep experienced and qualified teachers, were satisfactory standards maintained. Education in the Barrhead Division hadn't made a forward step in twenty years. Any changes that had occurred had been for the worst. Education was on the downgrade.

Great changes have been brought about. A new and modern school has been built; offering a diversified course of studies in keeping with the needs of our youth. Rural schools have been centralized wherever such action was desirable and feasible: high school courses are now offered in many centres. The percentage of pupils continuing through high

school has been enormously increased. Nearly all schools have been kept open and for most of them qualified teachers have been employed. In the high school thoroughly trained teachers, many of them specialists, are steadily raising the low standard which had prevailed. For the first time in this division rural students have been given a real opportunity to obtain a high school education. A great step forward toward equalized educational opportunity has been taken.

The School Board of the Barrhead Division recently approached the provincial authorities for financial assistance during this building period. Presumably, capital expenditures such as were absolutely necessary in this district should not be attempted out of current revenue, but should be spread over the years ahead. It is our understanding that the Department of Education flatly refused any assistance. Many rumours have circulated regarding the reception given our board by our Minister of Education and his aides. Should not these rumors be cleared up? Could the public be given answers to the following questions?

Is it true that our educational authorities hinted very strongly that this division should not have undertaken a building program—but should, instead, have maintained the entirely inadequate collection of outmoded, old buildings previously in use (still in use for that matter—and filled to capacity)?

Is it true that instead of complimenting the divisional board on having secured teachers with the best

qualifications, that they as much as recommended the employing of "cheaper" teachers with lower academic standing?

Is it true that these authorities went so far as to suggest that money might be saved by employing more supervisors in the rural schools because they were "cheaper" than qualified teachers? This is spite of the fact that the use of supervisors in this division has in most cases given dismally poor results.

Is it true that the men whom we have entrusted with leadership in the education of our children—whose duty it is to improve and equalize educational opportunity for our long-neglected rural children—that these men are showing a shocking disregard for the welfare of our boys and girls? That their chief concern is to maintain the *status quo* in rural education because it doesn't cost much? That the almighty dollar is to be the yardstick by which we measure progress in education?

Who is going to fight for the Schools? Children have no vote. They can be ignored! People who are sincerely desirous of improving our educational facilities are disorganized and are not a political force. They can be ignored too! Ratepayers are naturally concerned with the heavy burden of local taxation, and

instead of pressing for much-needed provincial assistance are, instead, inclined to criticize their local administration. As they are not united, they too can be ignored!

Until the municipal governments, the school boards, home and school associations, teachers' organizations, farmers groups, and the public as a whole get together and demand reasonable assistance in building vitally needed new schools, just so long will our Provincial Government continue to dole out help with a grudging hand. They will continue to roll up huge surplusses. They will continue to concentrate their efforts on cutting the public debt at a truly impressive rate. Let us pay the debt, by all means, but let us not be in such a hurry to do it that we sacrifice the vital interests of a generation or two of school children!

Let us not blame the government. If education is the neglected step-child, it is our own fault. The government mirrors public opinion and is quick to respond to the wishes of the people—when those wishes are clearly known and strongly expressed. For the sake of our children's future, let us get together and see that a fair share of Alberta's surplus wealth is invested in our greatest asset—our boys and our girls!

MANITOBA TEACHERS' EMERGENCY FLOOD RELIEF FUND

The Canadian Teachers' Federation is asking all teachers in Canada to give generously to a fund to assist the teachers in Manitoba who have suffered losses through the recent flood.

Donations may be made by locals or by individuals and should be sent to the Head Office of the Alberta Teachers' Association, Edmonton, or to Mr. G. G. Croskery, general secretary-treasurer of the Canadian Teachers Federation, Ottawa.

The Teaching of High School Latin

WALTER H. JOHNS

Classics Department, University of Alberta

NOT so many years ago the most familiar bit of doggerel in the average Canadian high school ran as follows:

Latin is a language,
as dead as dead can be
It killed the Ancient Romans,
and now it's killing me.

This was a gross overstatement of the case. To paraphrase Shakespeare's lovely Rosalind "Men have died from time to time, and the worms have eaten them, but not for Latin." It is not enough, however, merely to prove that Latin is rarely, if ever, lethal in its effect. In order to justify its teaching in Alberta high schools, we must show that it is beneficent and valuable as an instrument of education.

By far the most important element in any young person's education is to be found in the first two of the well-known 3 R's. These are important because they comprise the training in the communication of ideas through the means of reading and writing—the understanding of the ideas of others and the passing on to others of one's own ideas. No one will deny that the world in which we live is far more complex today than it ever was in the past. Hence we must admit the need for clearer, more precise, and more exact thinking and expression than our ancestors needed.

Of the 10,000 English words most commonly used in the schools, about half come from Latin. Of the second 10,000 most commonly used, more than half are derived from Latin. Since the days of Shakespeare, the Latin element has steadily decreased in proportion and Germanic or English element has stead-

ily decreased. This change is a normal accompaniment of the increasing complexity of our world. It is Latin which is living and flourishing today in its descendants, and English which is dying.

It has been clearly shown by carefully prepared intelligence tests that "advances to the higher levels of mentality depend absolutely on an ever-increasing mastery of meaningful symbols." (W. C. Bayley in *Classical Weekly*, Vol. 36, No 13.) In other words, the development of a student's vocabulary is essential to his mental development. The vocabulary of an English-speaking person today can be best developed by the study of Latin.

There has been a marked deterioration in the quality of the grammar used by younger people in recent years. This may be ascribed to the reduction in the time spent on the teaching of formal grammar in the schools, but it seems to have accompanied a reduction in the study of Latin. It has been clearly demonstrated that grammar can best be taught through the medium of an inflected language where the greatest attention must be paid to the relationships of words in the sentence. This cannot be done as effectively in English as in Latin, because the inflections in English have nearly all disappeared. This study of the relationship between words in a sentence is one of the best possible means of learning to think and write clearly in any language, and the task of translating ideas from Latin into English or from English into Latin cultivates that particular faculty as no other exercise can do.

One example, drawn from Sir

Richard Livingstone's *Defense of a Classical Education*, will serve to show how translation into Latin demands a degree of thought not required by a modern language. The phrase, "religious education" could be translated into French simply as "éducation religieuse" with no great effort by the student. In order to turn the phrase into Latin, on the other hand, the student must look beneath the surface of the phrase in an effort to determine its precise meaning. Does it mean "education tending to implant religious belief" or "education in matters of religion"? The student of a modern language need not solve this problem; the student of Latin must. One of the most cultured men of our day used to say that the most infallible method of testing the clarity of an English sentence was to translate it into Latin. If it could not be translated into Latin readily, it needed revision in English.

The effectiveness of the study of Latin as a means of training the student to think clearly is scoffed at by many "modern" educators, but it is pertinent here to cite as proof of this effectiveness a report made by H. L. Kriner, *Penn. State Studies in Education*, No. 1, of which the findings showed that the public school teachers who were rated by their supervisors as most effective had chosen Latin as their high school major option, those in second position had chosen mathematics, those in third place had concentrated on science, and the least effective teachers had specialized in social studies.

There is a tendency today to make things as easy as possible for students in the classroom and to overcome "pupil-resistance" by using every possible device to arouse interest in the subject. Many educators advocate the creation in the classroom of conditions of living which, they say, pertain in the world into which the student will emerge on

graduation. One of the reasons why Latin is not a popular subject with students today is that it does not lend itself readily to such treatment. But surely the most important thing to remember is that life is not always easy or interesting. It is more often challenging and difficult and demands a high degree of concentrated and disciplined effort. Latin is similar to life in this respect in that it demands the clear thinking which our complex civilization needs, especially in its leaders. The substitution of motor mechanics or plumbing for Latin in the curriculum of the ambitious student would be a betrayal of that student's own best interests.

This does not mean that Latin should be retained simply as a kind of *pons asinorum*, a screen to eliminate those who are unsuited to academic work, nor that it should be made difficult and uninteresting to that end. Indeed it can and should be made more interesting and be more closely applied to the needs of the day than is the case at present. This problem has been seen and met in the United States, and the Committee on Educational Policies of the Classical Association of the Middle West and South brought in a report in 1947 which suggests many ways in which improvement can be made (See *The Classical Journal*, Vol. 43, No. 2, November, 1947 and Vol. 44, No. 2, November, 1948). The suggestions made by this committee should perhaps be studied and implemented by teachers of Latin in Canadian schools.

So far, nothing has been said about the cultural value of the advanced study of Latin language, literature and culture in general, including Roman History. Even today the extended and concentrated study of such a course would provide in itself a liberal education. The great corpus of Latin literature contains writings of many types. Vergil

offers a magnificent picture of man and his destiny in the Aeneid and a clear account of social life and agricultural methods in the Georgics. Sallust, Caesar, Livy, and Tacitus offer varied and instructive examples of the techniques of history in their accounts of the last days of the Roman Republic and the early days of the Empire. Cicero's contributions in the fields of history, philosophy, law, and politics are extremely valuable material for study to anyone interested in history or government. The purely social study of man and his nature can be found not only in the letters of Pliny, but in the poetry of Horace. The early efforts of man to give a scientific explanation of the physical universe and of man's emotions are eloquently portrayed by Lucretius. So, no student who has made Latin his major study in University need feel that his education has been narrow or antiquated. If Greek is added to this, the result is the provision, for the alert student, of a valuable background for a stimulus to the study of the problems of the present day. Alfred North Whitehead, the great British mathematician who was until recently Professor of Philosophy at Harvard University, has said:

"I will disclose one private conviction . . . that, as a training in political imagination, the Harvard School of Politics and Government cannot hold a candle to the old-fashioned English classical education of half a century ago."

(*Atlantic Monthly*, August, 1926.)

Similar testimony could be quoted from a score of truly great thinkers of recent times—from Lord Tweeds-

muir, Sir Richard Livingstone, Bernard Iddings Bell, Jaques Barzun, Irwin Edman, Norman Foerster, and many others. When the question of the value of Latin as a subject of matriculation was recently discussed by the faculty of Cambridge University, the general view was that it should be retained at all costs. Lest this should be ascribed to the love of tradition of this ancient University, it should be noted that some of the strongest support for Latin came from its scientists who have never allowed the dead hand of the past to restrain their advance into the newest realms of research. It was simply their considered belief that Latin was invaluable as a subject of study in the high school.

That study is rapidly dying out in Alberta for want of properly trained teachers. In 1944 a total of 59 secondary schools in Alberta outside the larger centres were able to offer Latin. By 1946 the number had dropped from that figure to 43 and by 1948 it had dropped to 28. There are simply not enough men majoring in Latin in the University of Alberta to meet the need of the schools. Instead, young men are crowding into the professions in such numbers that already it is difficult for many to find positions. The young student in grade XII in Alberta today who is looking for a career where his talents would be in greatest demand and where he could serve society best need look no farther. He could enter such a career by electing Latin in the high school and majoring in it at the university.

When a sailor at a navy swimming class refused to dive from a 15-foot platform, the instructor asked: "What would you do if you were that high on a sinking ship?"

"Sir," said the student, "I'd wait for it to sink about 10 feet more."

The Principal and the School

J. F. K. ENGLISH

Sr. Municipal Inspector of Schools, Victoria, B.C.

Reprinted from *School Progress*

THE principal is the key man in any school system. It has been said with much truth that "as is the principal so is the school." The principal to be successful must understand children, particularly boys. He should have had previous experience with young people, preferably as a teacher in the classroom or observed them closely outside the school.

The principal's relationship to his pupils will probably vary inversely as the size of the school. In a large institution there will be almost unlimited demands on his time, energy, and ingenuity. So much is this the case that very often the principal has no very direct contact with his pupils. In a small school, however, the principal actually is just another teacher and knows every child personally. But as the institution grows much of the personal element disappears. In our opinion, the optimum size of an elementary school is from 300 to 500 pupils, while in high and junior high schools, it may range from 500 to 700 pupils. These schools are large enough to provide any type of educational program and to afford ample opportunities for activities. At the same time such schools are not too cumbersome for the principal to administer efficiently and to have a fund of personal knowledge relating to members of his staff and to the pupils under his jurisdiction.

Create Learning Situations

When pupils start school for the first time or return for another term the principal's first duty is to establish conditions for the administration

of pupil personnel. Since the prime function of a school is to create desirable learning situations for the pupils, the principal must plan and organize for the various individual differences which prevail with respect to the abilities, needs, and personalities of the children. The general program will gradually become organized to meet all the recognized needs of all the children enrolled.

The presence of individual differences among children has been recognized in this country since 1900. The extent of such differences and their import for education was later demonstrated as standardized. Objective, mental, and achievement tests were developed. The fixed or traditional curriculum which commonly prevailed thirty or forty years ago has given place to many schemes and devices to meet the situation. At the elementary level we have the Multiple track, the Winnetka and Dalton plans, and the Morrison plan. Then there is the Project method and the Enterprise program now widely advocated in this country. At the secondary stage, including both junior and senior high schools, we now find ample provision for individual differences. It has become the accepted practice to demand a foundation of basic subjects. English is always a "must" and is usually accompanied by the social studies as well as health and physical education. To this foundation curriculum is added a large number of electives or options from which the pupil makes a choice to meet his individual needs and tastes. So the principal, in meeting the problem of adapting

instruction to individual differences, must organize and administer his school very largely to meet this situation in all its aspects. Classes must be organized, teachers' programs planned, outlines of study organized, and supervision of the right kind provided.

Form Homogeneous Groups

The principal is also concerned with the classifying or ability grouping of his pupils. He will endeavour to organize his school in order that all pupils may be sorted into groups which are as homogeneous in ability and working power as it is possible to make them. But ability grouping is not a plan of organization. It is merely one aspect of the practices followed in the classification of children, in an attempt to make adjustments to individual differences. Pupils are classified mainly for teaching purposes.

In a great many elementary schools we find some form of homogeneous grouping, which simply means, the grouping together of pupils who have similar abilities, needs, difficulties, and work habits. However, homogeneous grouping has to be arranged with care and operated with caution. While it is comparatively easy in large schools to do this, it is correspondingly difficult in small units. To operate effectively, frequent regrouping is necessary. Harmful conditions may result from homogeneous grouping if the teaching staff is not sympathetic to the plan. On the other hand, there are many schools where classes for subnormal children, remedial cases, and other kinds of atypical pupils run successfully side by side with classes for normal children. Under these circumstances every child is given more individualized attention than he would otherwise receive.

Some reference should be made to the very superior and the very back-

ward pupil. Much has been done for the latter in the way of special types of instruction, especially in large city school systems. We have craft and handwork classes for those who cannot profit from ordinary classroom work. Very little, however, has been accomplished for the very superior student at either the high or elementary school level. While in some schools it is the practice to enrich the program for the bright student, yet more often he is neglected and allowed to coast through the grades without special reference to his case.

Appraise Learning Situation

The principal having recognized the wide range in individual needs of pupils and having classified them in some form, will wish to evaluate or appraise the progress which is being made. For it follows that the future trend of the educational program of the school will be based upon results. This appraisal must be continuous, some conclusions being reached in short intervals of time and others only over long periods. A testing or appraisal program will be developed by the principal.

Principals and teachers are no longer satisfied with such measures as final examinations of the traditional type with emphasis on ability to recall factual information alone. Other factors in the total development of the pupil, such as attitudes, interests, and habits of work, are now considered just as important as achievement in examinations. Newer testing devices give the examination an enlarged purpose and a new significance. The successful principal must be conversant with new type tests and testing procedures. He must realize that not only do they evaluate the progress of the pupil with reasonable accuracy, but they may also serve as a means for the improvement of instruction. It may

be found that some modification of the curriculum is desirable, that changes in teaching methods are advisable, or that more adequate supervision by the principal is necessary. A careful appraisal at convenient intervals will also determine a principal's attitude toward such practical questions as standards of promotion, retardation, causes of failure, and grading methods.

If a principal is to keep in constant touch with the progress of his pupils and to appraise the state of the learning situation from time to time, he must have adequate records at hand. The proper use of such records will justify the time and energy devoted to their compilation. While in the larger schools the clerical staff will take care of much of the detail, in a smaller institution the principal himself will do most of the work. In either event, test results and all other information regarding pupils should be readily available and easily interpreted by teachers in their efforts to promote educational growth and to adjust classroom instruction to individual differences.

Some records will provide material which will form the basis of reports to parents on the progress of their children. Other files will be of a confidential nature for the use of the principal and staff alone. In general, records are designed to improve the educational results obtained by pupils, to increase the professional knowledge of the teacher through the appraisal of his pupils and to foster good public relations by increasing the confidence of the parents and the public in the schools.

Most schools today use a personal record folder for each pupil which will contain everything of importance about him. It will include the courses taken, and the standard of work done. It will provide information about his social attitudes, work habits, attendance, medical and

dental history, and anything worthwhile tending to give a total picture of the child.

The reports sent to the parent periodically will, or should, indicate how well his child is progressing, not only in terms of grade or marks in the various subjects, but also with respect to his special abilities and interests, his health and social habits, and any other phases of the child's development in which the home and school have a common association.

Provide Activities for All Students

In this present day and age, every principal will also take an intelligent interest in the personal, social, and civic development of his pupils. The school besides giving instruction in subjects prescribed in the program of studies, must provide in some way, for the development of the whole child—mentally, physically, morally, and socially. Modern schools provide a great variety of activities designed to develop the potentialities in each child. Some of these activities are curricular while others are co-curricular and extracurricular. Their number and extent will depend upon the size of the school as well as upon the attitude of the principal and the teaching staff. That all pupils should participate is desirable and opportunities should be made available to all insofar as circumstances permit. One of the administrative problems in connection with these activities is to secure the participation of pupils who can profit therefrom, even though no previous interest or proficiency has been manifest. If participation in activities is a good thing for some pupils, it follows that practically all children, except those medically unfit, should enter into the program.

Foster School Spirit

While many of the activities will be directed by the principal and the teaching staff, there are others, par-

ticularly at the high and junior high school level which will be run by the students' council, under the general direction of the principal. Naturally the students' council is responsible to the principal who may exercise the right of veto when necessary. But normally the council should have definite powers and duties specified in a constitution. The principal will encourage action by the council on a variety of matters, even though the principal himself can settle the issue under consideration without much difficulty. The students' council ordinarily plays an active part in all social affairs of the school. It looks after the students' court, school publication, sports program, and extra-curricular finance. It will also find an opportunity to exercise its authority through the students' court and it will, if properly directed, set a high standard in general tone and discipline of the school. However, no students' council can grow and be of value to the school unless it has an opportunity to exercise its responsibilities. In our time we stress that one of the prime purposes of the school is to teach the pupil how to live as an individual in a democratic regime. The pupil, therefore, must feel that he is being represented by

the council and that he is having a chance to exercise some of the privileges and prerogatives of an adult. To what extent this is done will depend upon conditions at each school, but probably more upon the principal's own philosophy of education.

In my concluding remarks I wish to emphasize that the principal by his personality and prestige "sets the pace" for both staff and pupils. The personal qualities of a principal are as important as the professional training and techniques he brings to his position. In his every day dealings with pupils surely this is the case! The principal above all must have a sense of humor. He must have patience. In his dealings with pupils he will make as few "rules" as possible and these should be easy of enforcement because of their fairness and justness. The fostering of a fine school spirit, developed by harmonizing the interests of the pupils with the educational objectives of the school, should be the aim of every principal. This school spirit will be indicative of the unity that prevails throughout the school organization and it will bring into relief the true relationship which exists between a principal and his pupils.

A CONVENTION

of

The Canadian Association for Health, Physical Education,
and Recreation will be held
in the Brock Memorial Hall, UBC Campus, Vancouver,
June 19-23, 1950.

The Convention will follow the workshop pattern.

Further information may be obtained from

A. S. Bird, President,
10 McKay Avenue School,
Edmonton, Alberta.

A. W. E. Eriksson, Secretary,
Faculty of Education,
Edmonton, Alberta.

Life in a Small Town

G. W. ROBERTSON

Reprinted from *Stet*

IF you are unfamiliar with the ways of a small town, your first spell of living in one may seem like a plunge into cold water. When a stranger, you first came as a teacher, a clerk in the bank or in one of the stores, a stenographer, a station agent, a domestic worker, or what have you. At first you may have felt that the oldtimers of the place were resentful of your presence and perfectly dull with their afternoon teas and bridge games, their poker parties, and seeming indifference to anything outside the small town itself. In time, however, you found yourself becoming part of the community, discharging certain duties in your own right, perhaps as secretary of our Board of Trade, which is composed of ten or fifteen men; perhaps as chairman of the school fair committee, since we were unable to persuade anyone else to take the position; or you may have the honor of coaching our baseball team which, we assure you, defeated all the neighboring town teams last season; if you are a lady, you will probably have had honors heaped upon you as president or secretary of several of our ladies' organizations, from Women's Institute to a lodge sorority. At length you find that our town is becoming part of you even as it has done before to all the rest of its inhabitants.

Then let us look at this small town which invites no one to its midst; which accepts those who come because it must, but which in time has a warm spot for all; where anybody knows everybody else's family history; where scandal and honor are divided about equally; where all citizens from the bank manager and the school inspector to the ditch dig-

ger and the road worker are of consequence; where the most ignorant speaks with a wisdom that confounds the learned, and the most vindictive learn to forgive in a manner that is akin to godliness.

First we see its main street extending in a straight line for two or three blocks, with cement sidewalks on both sides (how proud we were when they were first laid—like in a big city—and we can easily remember when the best we had were of wood). At one end of this street is the railway station, and lined up on both sides are the business places of the town—the grocery and hardware stores, the machine agencies, the drug store, the post office, the bank, and the pool hall. Oh yes, that imposing looking building that you see is the hotel, which is just our nice way of saying the beer parlor. Along the railway track which runs roughly at right angles to the main street stand the grain elevators. In Alberta, the number of elevators furnishes a good means for estimating the size of the town. The remaining businesses will include the stockyards beside the railway for the cattle buyers, service stations at suitable sites to serve passing motorists, and others that we will list as miscellaneous—the drayman, the water carrier, the radio repair man, the school janitor, and the rest. The schoolhouse stands just a bit off the main road and at the side of the town proper. We have four churches, any one of which is big enough to accommodate all churchgoers in the town—and which does so for a funeral.

Having set the stage for our unending drama, we must next proceed to tell something about our charact-

ers. First are the oldtimers, those who have been with the little town so long that in all probability they remember the men who laid out the townsite. This number will include the business men, the elevator operators, the lawyer (if we have one), the municipal secretary, and the jack of all trades, who will do any odd job from painting a house to digging a grave. Next in line for consideration are those who stay for a few years at most. Such are the school inspectors and teachers, the bank managers and members of the bank staff, the doctor, the priests and church ministers, station agents, and telephone operators. The last great group are those who come and go—oil workers and farm help, truck drivers and domestic help, travelling salesmen and evangelists. All of these groups are in a constant state of flux while each is changing at its own rate and in its own way. To the oldtimers, some of those who were with us for only a short while are always very much a part of the town.

Having introduced the characters, we are now ready to get under way with our unending story, the beginning of which was never written. One thing is certain—the school concerns us all. Some teachers come and go, others remain, for they are just as likely to get married and make their home in our small town as in any other. Be that as it may, we are all ready to find fault with the teacher and the teacher's methods, the teacher's habits, whether or not the teacher smokes or drinks. Further, with regard to the school we are quite certain that the janitor is lax in his work, that the water supply in the school is unsanitary and that some of the goings on at school were unheard of in our time, and we hold up our hands in horror. Our final shots we hold for the members of the board of trustees and their endless blundering. Once in a while we will note something that has been well

done and grudgingly extend a word of praise.

Every few years we will take part in an election either federal or provincial. Though for a brief interval at such times we may all be fools in the eyes of followers of the parties opposed to ours, this fact in no way upsets the long-term harmony of the community.

The open forum is an accepted part of our community. During the hot summer days, when the sun is a scorching heat, the male part of the population will be seated in front of the places of business on the shady side of main street. Then the tall tales are told over again—hot spells of days gone by when so-and-so suffered sun stroke, how the bumper crop was harvested a few years back, and the great deeds of daring that had been performed in different places. In the winter time the topics and the scene may be altered, but the principle is the same. Around the hot stoves in the stores the same groups assemble while the thermometer drops lower and lower. Then colder days of winters past are recalled for the hundredth time and gain new lustre by the retelling; then the talents of local stars of hockey or baseball are compared to the champions of the National League while the boys and men munch peanuts and smoke.

Sport is a great common bond. It is a great experience to be an interested party in small town rivalry. A game between the Mud Creek Mules and the Dirty Dicks from the neighboring small town puts a game between Calgary and Edmonton, or, for that matter, a game between New York and Brooklyn, to shame.

Most of the men in our town will be interested in curling or hockey, in baseball or golf. One or other or both lodges is part of the lives of many of our men while the ladies make up a ladies' subsidiary of the

(Continued on Page 27)

The Myth About Phonics

BLAND BURCKHART

Reprinted from *The Texas Outlook*

The accompanying article cites some of the dangers of the over-emphasis of phonetic clues in the reading program. This is a timely caution since teachers and parents are at present tending to demand more phonetic work and to lose sight of the obvious limitations of the phonetic approach to word study and the danger inherent in too great a dependence in phonics and phonetic analysis for word recognition.

DURING the past generation, a myth has grown up about the teaching of phonics.

In fact this myth has grown to the extent that practically every type of trouble in school—with the possible exception of malnutrition—is attributed at one time or another to a lack of a knowledge of phonics.

When a child can't spell, the teacher or principal tells the parent that the child's trouble is caused by the fact that he knows no phonics. If he is retarded in reading, regardless of his mental age, again his trouble is said to be caused by a lack of a knowledge of phonics.

Even parents have taken up the cry. One parent, for instance, recently went to the public school offices to ask for a book on phonics. The mother said the principal and teacher of her child had told her that the child would be put back in the fall if she didn't learn phonics during the summer. The child was in the fourth grade. She had been in school four years. Four teachers had failed to teach her phonics—but the mother was expected to teach her the skill in a brief three months.

Another parent, a father of a

sixth grade girl, said his daughter could read—though he had no idea how she had learned since she didn't know phonics—but she couldn't spell. He said her inability to spell all went back to her lack of training in phonics. This father (who was, and is, a teacher, by the way) seemed to have the idea that phonics is some sort of magic formula.

But it is not. And our language is not a phonetic language.

After the second grade, phonics is as detrimental as it is helpful in teaching spelling. Knowing the sounds of letters helps the very young child when it comes to spelling purely phonetic words or words like hat, sat, and fat, but don't expect sounding or sound blending to help him over words with silent letters.

Many words and parts of words sound alike but are spelled differently. This is very puzzling to a child who has been taught to believe he can spell by sound. When a child grows older, he can be taught a few rules about spelling that will help him—but let's not call these "phonics."

A very fine principal of an elementary school—who studies his test reports assiduously—recently found that his fourth grade class had fallen down in spelling. He attributed this failure to the lack of a knowledge of phonics on the part of his class. But a study of the words on the fourth grades class's spelling list showed that very few of the words were phonetic words—very few could be spelled phonetically. The trouble was probably caused by too much de-

pendence on sound rather than by a lack of it. The children just hadn't been taught to spell the words on the list.

Poor spellers were found among the very bright as well as among the slow learners in the class, which illustrates the fact that a child's ability to spell depends more on the type of memory he has than upon his IQ. There is a low correlation between the ability to spell and the IQ. People vary in their methods of memorizing according to the type of memory they possess. Some have visual memories. Others are almost entirely dependent on an auditory or kinesthetic memory.

It is the teacher's job to find out how a child learns best. Many children could learn to spell much better if their teachers would find out which types they are and what methods they respond to best. Spelling can be taught to most children if the proper methods are used.

Phonics—or sound blending—is only one of many methods that can be used to help a child decipher new words in reading. Another method is the use of contextual clues. This method is particularly helpful in teaching English-speaking children. According to Guy and Eva Bond in *Teaching the Child To Read*, there are three general attacks to be made on words, namely, meaning attack, visual attack, and sound attack, and Dr. William S. Gray lists five methods of attacking new words: by context clues, word-form clues, structural analysis, phonetic analysis, the dictionary.

Since our language is only partly phonetic, it is dangerous to allow a child to depend totally on sounding or methods in word getting, he has success.

Phonics is most useful in teaching reading at about the second and third grade level. In pre-primer, primer, and first grade readers, the vocabulary is controlled to such an extent that a child can read with ease using a sight vocabulary. But as he gets further along, he needs more and more words. It is impossible for him to remember all the sight words he needs for wide reading. At the second and third grade level he is sufficiently developed physically and psychologically to take a word apart and study it.

Children should not be expected to get a new word from the printed page before they have heard the word and have had some knowledge of its use. Teachers can help child and sound blending as a means of word recognition. If phonics is his only tool for getting new words, he becomes very frustrated when he comes to a word he can't sound. He loses confidence in the whole method. But by using a combination of tools



"Nobody asks me what I want to do when I'm a little boy—just what I want to do when I grow up!"

dren gain this knowledge in many ways. They can

(1) Encourage the children to talk to each other of their experience;

(2) take them on excursions;

(3) use visual aids and have class discussions, etc. They should also make full use of the pictures in the children's books that give clues to the stories. The important thing for each teacher to make sure of is that the reading material to be read is within the children's orbit of experience. If a teacher is sure of this, then she can be sure of helping children get new words—through a combination of methods mentioned above.

Children have trouble with reading not alone because they don't know phonics but for much more fundamental reasons. Many don't read for the same reasons they don't know phonics. Some of these reasons are: (1) the child doesn't have the mental maturity for the material to be read; (2) He got lost in the early grades in classes too large to allow for much individual attention; (3) In these large groups, he lost his feeling of adequacy; (4) He has been discouraged because other children can read better than he; (5) He has decided there is no use to struggle because reading is too much for him; (6) The material selected is all wrong for him; or (7) He can't read because everyone tells him he can't read.

Phonics alone never taught a child to read—nor has it ever been the total cause for a child's not learning to read. In most cases it helps, but if it is overemphasized it may hinder instead. Take for instance, the case

of George, a sixth grade boy, report by Guy L. Bond and Bertha Handlan in *Adapting Instruction In Reading To Individual Differences*.

"... The method of instruction in the primary grades of this (George's) school system was one that leaned heavily upon phonetic ability. Thus all children were taught to recognize words by sounding out letters and groups of letters and then blending these sounds to form words. If George's lack of phonetic ability had been recognized early, his teacher could have found another way of teaching him to recognize words. She could have taught him to attack words visually, rather than phonetically, to note the differences in the shapes of words, to see differences in easily confused words, and so on. If the method of instruction used had not made it impossible for a boy with a very poor phonetic ability to learn, George would in all probability have been a successful reader instead of a boy with reading ability poorer than that found in the average child just beginning the second grade."

Teachers, principals, and parents must face facts and be realistic. Phonetics aids in teaching reading and spelling primarily in the initial stages. But neither phonics nor any other word analysis device will ever take the place of an all-round development method of instruction. Let's not forget about the mental age and the matter of readiness, and let's not be in too big a hurry. Let's put the blame where the blame should be and not delude ourselves about magic cures for our children's difficulties in reading and spelling.

County Act Criticism

Reprinted from *The Edmonton Journal*

Called "pure tripe," "bunk," "nonsense" by Hon. C. E. Gerhart. But at the same time, Mr. Gerhart admits that (1) the main idea of The County Act is "to keep the mill rate down," and (2) that the Department of Municipal Affairs will not take over education ... will just act in a "supervisory capacity."

SOME criticisms of Alberta's new County Act were labelled "pure tripe" by Hon. C. E. Gerhart at a Lions Club luncheon at the Macdonald Thursday. The minister of municipal affairs outlined what the government was attempting to do through county legislation.

Mr. Gerhart said anyone who charged that the department of municipal affairs is trying to take over the running of school districts and health departments in municipalities is "talking nonsense." He said the government, to solve problems of municipal districts and school boards, was trying to work out a suitable system. **THE MAIN IDEA, HE SAID, WAS TO TRY TO KEEP THE MUNICIPAL MILL RATE DOWN.**

"It's just pure 'bunk' that the department of municipal affairs is trying to take over the work of the department of education," Mr. Gerhart said. **THE DEPARTMENT OF MU-**

NICIPAL AFFAIRS COULD ACT ONLY IN A SUPERVISORY CAPACITY, he said, and had no power except those granted under the Municipal Affairs Act.

He said it was hoped to try the county system as an experiment in "four, or at least three," sections of the province. At the end of four years votes in the areas concerned could decide whether they wished the system to continue.

Mr. Gerhart said aim of the legislation is to get school district and municipal officials "sitting around the same table" when the business of allocating municipal funds was being discussed.

He said that the present system, by which municipal governments levy taxes and school boards are given the power to requisition from municipal funds is causing a certain amount of friction.

IMPORTANT

For statistical purposes, it is necessary that the Board of Administrators of the Teachers' Retirement Fund have the date of birth of every person entered on the office records. There have been unusual and unexpected delays and difficulties in obtaining this information. All teachers are therefore reminded that they are required by law to submit such information, upon request. The teachers who have not yet sent us this information are urged to do so without further delay.

**BOARD OF ADMINISTRATORS
TEACHERS' RETIREMENT FUND**

Dr. Sansom Replies

Reprinted from *The Edmonton Journal*

Dr. Sansom replies to Hon. Mr. Gerhart's criticism of any criticisms of his County Act.

MY attention has been called to a report in *The Journal* of May 12 of an address on *The County Act* given before the Lions Club of Edmonton by Hon. C. E. Gerhart, minister of municipal affairs. He is reported to have stigmatized as "pure tripe," "bunk," and "nonsense" the views of his critics on the educational changes the government is seeking to introduce in Alberta under cover of the Act.

What seemed to disturb the speaker most, as reported, was the suggestion that his department is taking over the work of the department of education. "It's just pure bunk," said Mr. Gerhart, "that the department of municipal affairs is trying to take over the work of the department of education."

Nobody has ever suggested, as far as I know, that Mr. Gerhart's department proposes to take over the general aspects of school administration, such as the training of teachers and the writing of the course of study, which are now being looked after directly by the department of education. But there is a very large body of administrative detail which has been handed over by the government to the divisional boards to be looked after by them in accordance with the terms of the various Acts relating to education in this province. Over all these matters the department of education exercises only general supervision, as a rule, although full control can always be taken over when the occasion calls for it. What I am suggesting is that the provincial administration of this large body of school law, in so far as it relates to the school divisions, is, under the terms of *The County Act*, being taken over

by the department of municipal affairs.

If Mr. Gerhart is so sensitive about this, a very good way out would be to provide for independently elected school boards in the counties to look after education under the administrative control of the department of education, as is now done in the divisions. In this way the county organization could go forward with harmony and dispatch.

It is the matter of the local financing of education that the department of municipal affairs seems to be particularly anxious to get control of through the instrumentality of the county councils. This not with a view to improving the education of the boys and girls of Alberta, but with a view to keeping down the costs.

"The main idea," said Mr. Gerhart, "was to try to keep the municipal mill rate down."

It is no doubt true that the mill rate for education should be kept down, especially in certain areas, but it is equally true that a wealthy government can find better ways to do this than by eliminating the independent school boards and vesting educational authority in a non-educational department of the government, as proposed in *The County Act*.

Whether I am right or wrong in all this, the thousands of Alberta citizens who regard with anxiety and distrust the educational changes expressed or implied in *The County Act* have a right to expect something better on this important subject from a minister of the crown than the insulting and abusive language Mr. Gerhart used before the Lions Club of Edmonton.

Alberta Teachers' Association

WORKSHOP

Banff - Alberta

AUGUST 21 - 26, 1950

Who May Attend: One teacher from each local association.

How Do Representatives Register: Form prescribed by Head Office. (Already sent to secretaries of locals.)

Deadline for applications: June 15, 1950.

Registration Fee: \$35, which provides room and meals for seven days at \$5 a day.

Place:
Banff, Alberta.

Time:
9:30 Monday morning, August 21, to 12:00 noon Saturday, August 26.

Quarters:
Chalets, Banff School of Fine Arts.

Office:
First Floor, Chalet No. 3.

Meals:
In main dining room Chalet No. 1.

Sessions:
In chalets at Banff School of Fine Arts.

Topics:

1. Group Planning.
2. Administration in the Alberta Teachers' Association.
3. Public Relations and Educational Publicity.
4. Collective Agreements.

Recreation:
Trips, Swimming, Golf, Canoeing, Riding, Hiking, etc.

Reservations will be made in the following order:

1. One representative from each local association.
2. Additional representatives from local associations.
3. Others.

Writer's Course:
Applications to register in this group will be received, up to a total of twenty. Registration fee, time, place, etc., same as for workshop.

MAKE YOUR RESERVATIONS EARLY

- **Teachers are always being told to concentrate on the 3 R's.** But what about a little time and energy on the 3 S's—salary, security, and schools?
- **What board of trustees is going to be the first in Alberta to adopt the policy of hiring teachers with two or more years of training?**
- **In 1947-48, teachers' salaries in the States ranged from a high of \$3,700 in California to a low of \$1,250 in Mississippi, with a national average of \$2,640.**
- **In Alberta, the salaries averaged \$2,002.** The only states with lower average salaries than Alberta were Alabama, Nebraska, Tennessee, Kentucky, South Dakota, Maine, South Carolina, Georgia, North Dakota, Arkansas, and Mississippi, not one of which is noted for the excellence of its schools.
- **Thirty-seven of the 48 states had higher average salaries than Alberta.** In education, as in everything else, don't you think that people get what they pay for?
- **June is a month that the real value of our tenure laws can be measured.** Teachers in Alberta now have means of appeal against unjust dismissal but they have no means of appeal against unjust transfers. The power to transfer teachers at the sole discretion of the board places every teacher at the mercy of his school board. It is not fair.
- **T. J. McNamara, one of N.U.T.'s most noted presidents, said in 1896, "some people, if they could abolish the devil for a two-penny rate, would compromise on a temporary modification of his activities for a penny and call it economy."**
- **To paraphrase, or to substitute "ignorance" for the "devil," in 1950, some people, if they could abolish ignorance for a four-mill increase in taxes or for a 50 percent increase in government grants, would compromise on a temporary modification of the activities of ignorance for a two-mill increase or a 10 percent increase in grants and call it economy, or "all that can be afforded," or say "salaries must be based on the ability to pay."**
- **This loss of schooling by so many children today is "a chicken that will come home to roost."**
- **From 1942 to 1948, the turnover of teachers in one-room rural schools in Alberta has averaged over 65 percent annually.**
- **The median experience of all teachers in Alberta is 10 years.** In the cities, it is 19 years, in towns and villages, it is 10 years, and in one-room rural schools, it is only 5 years.
- **Alberta had (1948) 157,000 pupils in grades I to XII, with almost 20,000 in grade I and only 6,000 in grade XII.** Grades II, III, and IV had 16,000. The sharp increase in enrollment expected following the war has just reached grade I. By 1951, grades I to IV will have about 20,000 pupils. Are school boards ready for this increase? Is the government ready?
- **Students in New York went on strike in support of their teachers' demands for higher salaries.**
- **The treasury department in Alberta is unique.** Instead of scratching around for money to borrow, it is investing millions of dollars in dominion and provincial bonds—but not much in the schools. The government gets a return of about 2.8 per cent on dominion bonds, or \$28,000 a year on every million dollars. Can a country measure its returns on the money invested in good schools? Yes, in terms of the standard of living.



OUR LIBRARY . . .

NEW BOOKS IN THE A.T.A. LIBRARY

The Organization, Administration, And Supervision of Business Education—

Earl P. Strong, *The Gregg Publishing Company*, 356 pp.

While it is one of the comparatively new fields of education, business education has enjoyed phenomenal growth and public acceptance in the past 50 years. Along with this growth, however, many conflicts and problems dealing with the policies and principles of this type of education have arisen.

This book is one of the few publications available to guide business educators aspiring toward leadership in this field. It helps to fill the present day need for proper stimulation of better business administration and widespread supervision of business education at all levels.

Although based on facts and figures from the United States, there is much material in this book that can be applied to the Canadian scene.

Living Today—

A *First Book on Economics*, Norma C. Taylor, *The Ryerson Press*, 233 pp., \$1.75.

As an introductory text in economics, *Living Today* appears quite adequate. Written in a style that would appeal to the average student in high school, it covers the

elements of economy under such interesting title heads as *What on Earth—!, Charge It!, How Much ?, To Market! To Market!*

At the end of each chapter is a set of questions and some suggestive problems for discussion and research.

Structure and Aims of Canadian Education—

J. G. Althouse, W. J. Gage and *Company Limited*, 77 pp., \$1.25.

"Although an enormous stream of books on education issues constantly from the presses of the United States, there is a strange lack of authoritative literature in the field of Canadian publicly administered education." The publication of these lectures by Dr. Althouse will help to fill the gap in this literature.

A biographical sketch of the author is followed by two lectures given by him in April, 1949, at the University of Saskatchewan (Quance Lectures). The first deals with *The Administrative Structure of Canadian Education* and gives a good survey of the system of educational control across the Dominion. The second discusses the *Dominant Philosophy of Canadian Education*. In this lecture, Dr. Althouse states throughout the evolution of Canadian education in the last 60 years the public has declined to understand the need of a clear-cut popular definition of the exact function of the secondary school, and so has left the schools in somewhat of a quandry.



Official Bulletin, Department of Education

No. 131

Notice Concerning Standing Required for High School Credits in Group B Subjects — Vocational Electives (Commercial), at End of School Year, June 30, 1950

Please be advised that Section 3, Part VI, Requirements for High School Credits (page 19), of the Senior High School Regulations, 1949-1950, has been amended to read as follows:

"3. Achievement in Individual Subjects

- (a) At least 'C' standing is required for credits in English 1, 2, and 3 and Social Studies 1, 2, and 3.
- (b) At least 'C' standing is required for credits in any of the Group A and Group B subjects (Academic and Com-

mercial Electives).

In this connection it should be noted that at least 'B' standing in prerequisite subjects is required before instruction may be taken in the second or third units of the Academic and Commercial Electives. (See Part IV, Section 4 (b).)

- (c) At least 'B' standing is required for credits in all other subjects."

In other words, credits are now given in Commercial Electives for "C" standing, whereas at least "B" standing was required heretofore.

This amended regulation has been made effective for the school year 1949-50. Principals are asked to make use of it when compiling their Confidential Reports in June this year.

Life in a Small Town

(Continued from Page 18)

men's lodge. We have a charming setup in our lodge whereby the ladies meet on the same night as the men in a different part of the lodge hall. By this means we arrange for the serving of our lunches at the opportune times.

There are big days in our town. Easter is perhaps a good one to start on, for then it seems that the icy hand of winter has at long last set us free, the ladies are out with their new bonnets and the boys started baseball practice. Follows May 24 with a big celebration and school let out, which in turn is followed almost immediately by the stampede on July

1. The ladies of each of the churches must have a day for their annual dinner, to which all citizens of our town feel in duty bound to go. Thanksgiving marks the celebration for autumn and we save our ideas from then till Christmas, when once more we all celebrate as best we can.

That, then, is life in a small town. Babies are born, grow up, grow old, and die. Young people meet and fall in love. Most of them get married and establish homes. A few of these break up, but life goes on through an endless succession of triumphs and disasters. The time is any time. The place is the one we love the most—our old home town.

Sixth Statistical Report Grade X Survey Tests

C. SANSOM, Ph.D.

Following are the results of the grade X tests for 1948 and comparisons with former years compiled by Dr. Clarence Sansom, who was in charge of the six-year testing program for students entering grade X.

IN AN attempt to get objective evidence on the much discussed question as to whether the grounding of high school pupils in the lower grades preparatory to entering high school is improving or declining, the Alberta Teachers' Association decided in the spring of 1943 to put on a five-year testing program for pupils entering Grade X. The plan was to give identical tests in Vocabulary, Mathematics, English Usage, Science, and Social Studies for at least five years and to examine the results for indication of trends. Accordingly a large sampling of Grade X students were given the tests each year in every type of school in which this grade was taught. The tests were first given in October, 1943, and the results were published in this magazine in July, 1944. The 1944 statistics, and comparisons with 1943, appeared in November, 1945. The third giving of the tests in October, 1945, was reported in this magazine as of September-October, 1947. The fourth report covering the 1946 tests appeared in the issue of June, 1948. The fifth report was published in June, 1949. In this report and the tables appended hereto will be found the results of the 1948 tests and comparisons with former years, especially the basic year, 1943. (See Table A and Figures 1 to 5, and Tables 11 to 15 inclusive, and 19 and 20.)

The 1948 Test Results

The tabulated 1948 scores will be found in Tables 1 to 10 below. Tables 1, 3, 5, 7, and 9 give the test scores in the five subjects for boys and girls separately and combined. Tables 2, 4, 6, 8, and 10 give percentile scores over the whole range of talent for boys and girls separately and combined. A fifth column has been added to the percentile tables to show the percentile difference between boys and girls at each of the selected percentile points. In these columns, as in all the tables bearing on sex differences, a plus sign means that the boys were better than the girls, a minus sign that the girls were better than the boys.

Sex Differences

The differences between the boys and the girls expressed in terms of the means of the distributions will be found in Tables 17 and 18 for the six years in which the tests were given. It will be seen that a uniform pattern was maintained throughout the entire period. Table 18 gives the critical ratios corresponding to the differences in the means in Table 17. A critical ratio of three is taken to establish a real difference between two means as opposed to a difference that might be due to chance. On this basis the girls were definitely superior to the boys in English Usage, and the boys were just as clearly ahead of the girls in Science and Social Studies. In Vocabulary and Mathematics there was no material difference. It is hard to understand why the girls should show such a strong lead over the boys in English Usage and none of any account in Vocabulary. Also why the boys should be so defi-

nately ahead of the girls in Science and show only a trifling superiority in Mathematics which was lost entirely in 1948 when the girls went into the lead. In an earlier study of problem solving in arithmetic by the present writer the boys stood well ahead of the girls, and the boys' lead tended to increase with the difficulty of the problems.

Comparative Results 1943 to 1948

Table A, Figures 1 to 5, Tables 11 to 15 and 19 and 20 are the important ones bearing on the primary purpose of this study. Table A gives the means of the tests for each of the six years, and these data are shown graphically in Figures 1 to 5. Tables 11 to 15 show the comparative percentile results for the combined boys' and girls' scores for 1943 and 1948. Table 19 gives the difference in the mean scores for each test for the five time-periods, taking 1943 always as the base. In all these tables a plus sign shows that the difference was a gain, a minus sign that it was a loss. Table 20 gives the critical ratios corresponding to the mean differences in Table 19.

The critical ratios in Table 20 should not be interpreted too rigorously, owing to the sampling difficulties that are inherent in a study of this sort. A discussion of the sampling problem would be too involved to be included here, but is quite important

enough to be the subject of a special statement later on.

Figure 1 shows that there was no improvement in Vocabulary as measured by this test. It is possible that the drop in 1948 may be largely due to the sampling problem referred to above.

The mathematics picture in Fig. 2 shows an improvement to 1946 and a decline the last two years.

Fig. 3 indicates that the trend in English Usage was upward with only one very slight drop in 1945.

The drop in Science in 1948 after the steady rise for the first four years is hard to interpret. It may have been due partly to the fact that the proportion of rural pupils taking the test in 1948 was larger than it was in 1947. But this point was not investigated.

Fig. 5 shows a consistent and definite drop in Social Studies over the whole period of the study. A possible explanation is the emphasis on contemporary happenings in the social studies classrooms. Since the test was constructed in 1943 many important things have happened in the world, such as the United Nations Organization, the Palestine question, the Berlin air-lift, and the new status of Newfoundland, to mention only a few. It is reasonable to suppose that the study of these matters would take up part of the time formerly given to material like that included in the test.

But it is not so clear why a know-

TABLE A. MEAN SCORES, 1943-1948 INCLUSIVE
Grade X Survey Tests

	Means 1943	Means 1944	Means 1945	Means 1946	Means 1947	Means 1948
Vocab.	32.23	31.46	31.71	31.88	31.99	31.06
Math.	13.90	14.31	14.76	15.84	15.65	14.98
English	73.44	73.78	73.71	74.30	75.30	75.77
Science	35.31	35.82	36.15	36.83	37.80	36.73
Social Studies	54.01	53.50	52.57	51.25	49.82	48.69

TABLE 1. VOCABULARY SCORES
Grade X Survey Tests, October, 1948

Score	Girls	Boys	Total
55-60	13	8	21
50-54	46	21	67
45-49	84	49	133
40-44	110	72	182
35-39	124	104	228
30-34	159	152	311
25-29	171	138	309
20-24	162	127	289
15-19	99	80	179
10-14	32	29	61
5-9	3	3	6
Total	1003	783	1786

TABLE 2. VOCABULARY PERCENTILE SCORES
Grade X Survey Tests, October, 1948

Percentile Points	All Scores	Girls	Boys	Difference
P ₁₀₀	60.50	60.50	60.50	
P ₉₇	52.07	52.64	50.81	-1.83
P ₉₅	46.09	47.04	44.48	-2.56
P ₉₀	40.76	41.88	39.18	-2.70
P ₈₅	38.55	39.60	37.30	-2.30
P ₈₀	36.59	37.57	35.42	-2.15
P ₇₅	33.16	33.74	32.65	-1.19
P ₇₀	30.29	30.58	29.98	-0.60
P ₆₅	27.40	27.58	27.19	-0.39
P ₆₀	24.51	24.64	24.34	-0.30
P ₅₅	22.97	23.10	22.80	-0.30
P ₅₀	21.42	21.56	21.26	-0.30
P ₄₅	17.62	17.89	17.39	-0.41
P ₄₀	15.40	15.73	15.03	-0.70
P ₃₅	4.50	4.50	4.50	

TABLE 3. MATHEMATICS SCORES
Grade X Survey Tests, October, 1948

Score	Girls	Boys	Total
39-41			4
36-38	4	2	6
33-35	11	11	22
30-32	26	24	50
27-29	35	27	62
24-26	61	51	112
21-23	100	63	163
18-20	115	88	203
15-17	142	113	255
12-14	169	115	284
9-11	176	129	301
6-8	128	100	228
3-5	60	73	133
0-2	9	10	19
Total	1032	810	1842

TABLE 4. MATHEMATICS PERCENTILE SCORES
Grade X Survey Tests, October, 1948

Percentile Points	All Scores	Girls	Boys	Difference
P ₁₀₀	41.50	38.50	41.50	
P ₉₇	31.10	30.66	31.59	+0.93
P ₉₅	25.42	25.16	25.74	+0.58
P ₉₀	21.43	21.42	21.45	+0.03
P ₈₅	19.89	19.95	19.80	-0.15
P ₈₀	18.59	18.65	18.42	-0.23
P ₇₅	16.15	16.22	16.07	-0.15
P ₇₀	14.04	14.11	13.93	-0.18
P ₆₅	12.09	12.28	11.81	-0.47
P ₆₀	10.22	10.46	9.90	-0.56
P ₅₅	9.30	9.56	8.95	-0.61
P ₅₀	8.35	8.66	7.87	-0.79
P ₄₅	5.92	6.30	5.42	-0.88
P ₄₀	3.30	3.60	3.09	-0.51
P ₃₅	0.00	0.00	0.00	

TABLE 5. ENGLISH SCORES
Grade X Survey Tests, October, 1948

Score	Girls	Boys	Total
95-100	19	7	26
90-94	115	38	153
85-89	168	75	243
80-84	213	121	334
75-79	188	140	328
70-74	161	133	294
65-69	89	112	201
60-64	48	64	112
55-59	31	67	98
50-54	10	31	41
45-49	4	18	22
40-44	3	6	9
35-39	0	2	2
Total	1049	814	1863

TABLE 6. ENGLISH PERCENTILE SCORES
Grade X Survey Tests, October, 1948

Percentile Points	All Scores	Girls	Boys	Difference
P ₁₀₀	100.50	100.50	100.50	
P ₉₇	93.52	93.60	92.21	-1.39
P ₉₅	89.36	90.77	87.07	-3.70
P ₉₀	85.52	87.24	82.73	-4.51
P ₈₅	83.85	85.68	81.05	-4.63
P ₈₀	82.45	84.20	79.39	-4.81
P ₇₅	79.66	81.74	76.48	-5.26
P ₇₀	76.82	79.25	73.52	-5.73
P ₆₅	73.93	76.46	70.45	-6.00
P ₆₀	70.76	73.53	67.01	-6.52
P ₅₅	69.02	71.90	65.19	-6.71
P ₅₀	66.70	70.27	62.53	-7.74
P ₄₅	60.14	65.00	56.32	-8.68
P ₄₀	52.29	56.83	49.06	-7.77
P ₃₅	34.50	39.50	34.50	

TABLE 7. SCIENCE SCORES
Grade X Survey Tests, October, 1948

Score	Girls	Boys	Total
54-56	2	6	8
51-53	9	24	33
48-50	28	57	85
45-47	63	79	142
42-44	107	100	207
39-41	162	116	278
36-38	184	131	315
33-35	149	117	266
30-32	152	72	224
27-29	108	51	159
24-26	47	32	79
21-23	32	10	42
18-20	13	5	18
15-17	1	1	2
Total	1057	801	1858

TABLE 8. SCIENCE PERCENTILE SCORES
Grade X Survey Tests, October, 1948

Percentile Points	All Scores	Girls	Boys	Difference
P ₁₀₀	56.50	56.50	56.50	
P ₉₇	49.98	48.28	51.25	+2.97
P ₉₅	45.24	44.40	47.86	+3.46
P ₉₀	43.00	41.46	44.72	+3.26
P ₈₅	41.65	40.48	43.47	+2.99
P ₈₀	40.61	39.50	42.27	+2.77
P ₇₅	38.61	37.66	40.09	+2.48
P ₇₀	36.82	35.93	38.08	+2.15
P ₆₅	34.97	33.91	36.24	+2.33
P ₆₀	32.88	31.79	34.28	+2.49
P ₅₅	31.70	30.15	33.25	+2.50
P ₅₀	30.46	29.71	32.05	+2.34
P ₄₅	27.35	26.85	28.39	+1.54
P ₄₀	23.05	22.16	24.25	+2.09
P ₃₅	14.50	14.50	14.50	

TABLE 9. SOCIAL STUDIES SCORES
Grade X Survey Tests, October, 1948

Score	Girls	Boys	Total
75-80	1	5	6
70-74	19	25	44
65-69	65	61	126
60-64	114	122	236
55-59	140	124	264
50-54	165	130	295
45-49	144	101	245
40-44	165	84	249
35-39	114	58	172
30-34	82	26	108
25-29	52	18	70
20-24	35	19	54
15-19	9	6	15
10-14	6	2	8
5-9	1	0	1
Total	1100	781	1881

TABLE 10. SOCIAL STUDIES PERCENTILE SCORES
Grade X Survey Tests, October, 1948

Percentile Points	All Scores	Girls	Boys	Difference
P ₁₀₀	80.50	80.50	80.50	
P ₉₇	69.24	68.50	70.81	+2.31
P ₉₅	64.23	63.27	65.56	+2.29
P ₉₀	60.03	58.32	61.83	+3.51
P ₈₅	58.17	56.36	60.22	+3.87
P ₈₀	56.39	54.41	58.64	+4.23
P ₇₅	53.00	51.08	55.49	+4.41
P ₇₀	49.81	47.49	52.44	+4.95
P ₆₅	46.04	43.77	49.42	+5.65
P ₆₀	42.24	40.44	45.55	+5.11
P ₅₅	40.35	38.45	43.44	+4.99
P ₅₀	37.99	36.04	41.12	+5.08
P ₄₅	31.36	29.93	35.11	+5.18
P ₄₀	22.50	21.93	23.56	+1.63
P ₃₅	4.50	4.50	4.50	

TABLE 11. PERCENTILES, TOTAL SCORES
1943 and 1948

Grade X Survey Tests			
VOCABULARY			
Percentile Points	1943 (2194)	1948 (1786)	Difference 1948-1943
P ₁₀₀	60.50	60.50	
P ₉₀	52.78	52.07	-0.71
P ₈₀	47.68	46.09	-1.59
P ₇₀	42.37	40.76	-1.61
P ₆₀	40.46	38.55	-1.91
P ₅₀	38.47	36.59	-1.88
P ₄₀	34.73	33.16	-1.57
P ₃₀	31.50	30.29	-1.21
P ₂₀	28.38	27.40	-0.98
P ₁₀	25.37	24.51	-0.86
P ₀	23.77	22.97	-0.80
P ₉₀	22.08	21.42	-0.66
P ₈₀	18.25	17.62	-0.63
P ₇₀	14.52	13.40	-1.12
P ₆₀	4.50	4.50	

TABLE 12. PERCENTILES, TOTAL SCORES
1943 and 1948

Grade X Survey Tests			
MATHEMATICS			
Percentile Points	1943 (2194)	1948 (1842)	Difference 1948-1943
P ₁₀₀	41.50	41.50	
P ₉₀	29.52	31.10	+1.58
P ₈₀	23.80	25.42	+1.62
P ₇₀	19.54	21.43	+1.89
P ₆₀	17.97	19.39	+1.42
P ₅₀	16.74	18.53	+1.79
P ₄₀	14.59	16.15	+1.56
P ₃₀	12.81	14.04	+1.23
P ₂₀	11.02	12.09	+1.07
P ₁₀	9.42	10.22	+0.80
P ₀	8.62	9.30	+0.68
P ₉₀	7.76	8.35	+0.59
P ₈₀	6.84	7.52	+0.68
P ₇₀	5.84	6.52	+0.68
P ₆₀	3.28	3.32	+0.04
P ₅₀	0.00	0.00	

TABLE 13. PERCENTILES, TOTAL SCORES
1943 and 1948

Grade X Survey Tests			
ENGLISH			
Percentile Points	1943 (2202)	1948 (1863)	Difference 1948-1943
P ₁₀₀	100.50	100.50	
P ₉₀	92.57	93.52	+0.95
P ₈₀	87.43	89.35	+1.92
P ₇₀	83.21	85.52	+2.31
P ₆₀	81.66	83.85	+2.19
P ₅₀	80.12	82.45	+2.33
P ₄₀	77.18	79.66	+2.48
P ₃₀	74.25	76.82	+2.57
P ₂₀	71.23	73.93	+2.70
P ₁₀	67.84	70.76	+2.92
P ₀	66.91	69.02	+2.11
P ₉₀	63.83	66.70	+2.87
P ₈₀	58.43	60.14	+1.71
P ₇₀	51.24	52.29	+1.05
P ₆₀	29.50	34.50	

TABLE 14. PERCENTILES, TOTAL SCORES
1943 and 1948

Grade X Survey Tests			
SCIENCE			
Percentile Points	1943 (2205)	1948 (1858)	Difference 1948-1943
P ₁₀₀	60.50	56.50	
P ₉₀	49.13	49.98	+0.85
P ₈₀	45.15	46.24	+1.09
P ₇₀	41.74	43.00	+1.26
P ₆₀	40.46	41.65	+1.19
P ₅₀	39.24	40.61	+1.37
P ₄₀	37.15	38.61	+1.46
P ₃₀	35.20	36.82	+1.62
P ₂₀	33.25	34.97	+1.72
P ₁₀	31.21	32.88	+1.67
P ₀	30.15	31.70	+1.55
P ₉₀	28.96	30.46	+1.50
P ₈₀	25.85	27.35	+1.50
P ₇₀	21.60	23.05	+1.45
P ₆₀	11.50	14.50	

TABLE 15. PERCENTILES, TOTAL SCORES
1943 and 1948

Grade X Survey Tests			
SOCIAL STUDIES			
Percentile Points	1943 (2209)	1948 (1881)	Difference 1948-1943
P ₁₀₀	80.50	80.50	
P ₉₀	74.09	69.24	-4.85
P ₈₀	68.70	64.23	-4.47
P ₇₀	64.34	60.03	-4.31
P ₆₀	62.70	58.17	-4.53
P ₅₀	61.05	56.39	-4.66
P ₄₀	57.89	53.00	-4.89
P ₃₀	54.85	49.81	-5.04
P ₂₀	51.75	46.04	-5.71
P ₁₀	48.33	42.24	-6.09
P ₀	46.24	40.35	-5.89
P ₉₀	44.02	37.99	-6.03
P ₈₀	37.93	31.56	-6.37
P ₇₀	29.41	22.50	-6.91
P ₆₀	14.50	4.50	

TABLE 16. STATISTICS OF THE MEANS

Grade X Survey Tests, October, 1948						
	Vocab.	Math.	Eng.	Science	Soc. St.	
Total All Scores	1786	1842	1863	1858	1881	
Scores Girls	1093	1032	1049	1057	1100	
Boys	783	810	814	801	781	
Possible Score	60	50	100	60	80	
Mean All Scores	31.06	36.98	35.77	36.73	36.73	
Girls	31.55	35.07	35.33	35.65	35.54	
Boys	30.44	38.86	35.15	35.81	35.12	
Sigma All Scores	10.50	7.44	11.00	7.14	12.55	
(Dist.) Girls	10.80	7.20	9.95	6.84	12.55	
Boys	10.10	7.77	11.50	7.26	12.15	
Sigma All Scores	.248	.173	.255	.166	.289	
(Means) Girls	.341	.224	.307	.210	.378	
Boys	.361	.273	.403	.257	.435	
P.E. All Scores	.167	.117	.172	.112	.195	
(Means) Girls	.230	.151	.207	.142	.255	
Boys	.243	.184	.272	.173	.294	

TABLE 17. MEAN DIFFERENCES, BOYS-GIRLS

1943, 1944, 1945, 1946, 1947, 1948						
Subject	1943	1944	1945	1946	1947	1948
Vocab.	+0.15	-0.72	-0.28	-1.13	-1.14	-1.11
Math.	+0.25	+0.73	+0.12	+1.08	+0.27	-0.21
Eng.	-4.74	-4.15	-4.45	-5.81	-5.76	-5.78
Sci.	+4.43	+4.28	+4.24	+3.83	+3.86	+2.50
Soc. St.	+5.44	+4.33	+5.88	+4.76	+3.58	+4.18

TABLE 18. CRITICAL RATIOS, BOYS-GIRLS
1943, 1944, 1945, 1946, 1947, 1948

Grade X Survey Tests						
Subject	1943	1944	1945	1946	1947	1948
Vocab.	0.32	1.36	0.60	1.99	2.91	2.23
Math.	0.81	2.08	0.38	2.57	0.76	0.59
Eng.	10.09	8.14	9.27	10.12	11.32	11.40
Sci.	14.67	13.77	13.81	9.97	11.56	7.53
S. St.	11.31	7.87	11.81	7.39	6.16	7.26

TABLE 19. COMPARATIVE RESULTS

MEAN DIFFERENCES					
Grade X Survey Tests					
Subject	Mean Difference 1944-43	Mean Difference 1945-43	Mean Difference 1946-43	Mean Difference 1947-43	Mean Difference 1948-43
Vocab.	-0.37	-0.52	-0.35	-0.24	-1.17
Math.	+0.41	+0.86	+1.94	+1.75	+1.08
Eng.	+0.34	+0.27	+0.86	+1.86	+2.33
Sci.	+0.51	+0.84	+1.52	+2.49	+1.42
S. St.	-0.51	-1.44	-2.76	-4.19	-5.32

TABLE 20. COMPARATIVE RESULTS

CRITICAL RATIOS						
Grade X Survey Tests						
Subject	Critical Ratio 1944-43	Critical Ratio 1945-43	Critical Ratio 1946-43	Critical Ratio 1947-43	Critical Ratio 1948-43	
Vocab.	1.05	1.60	0.97	0.98	3.45	
Math.	1.80	2.93	7.55	5.99	4.70	
Eng.	0.98	0.82	2.31	5.31	6.71	
Sci.	2.20	3.80	6.06	10.78	6.23	
Soc. St.	1.36	4.06	6.73	10.91	13.82	

Grade X Survey Tests

GRAPHS SHOWING TREND OF MEAN SCORES

1943 TO 1948
INCLUSIVE



FIG. 1
VOCABULARY

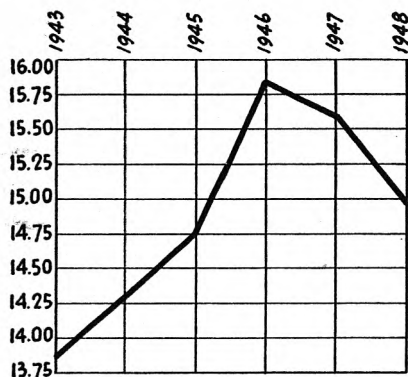


FIG. 2
MATHEMATICS

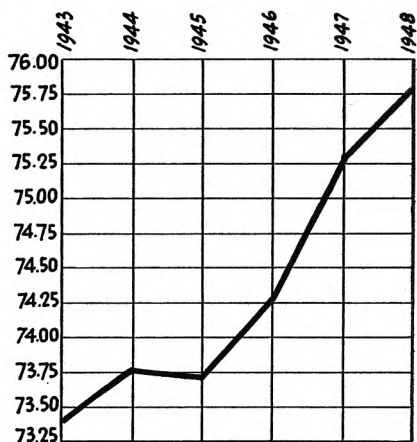


FIG. 3
ENGLISH

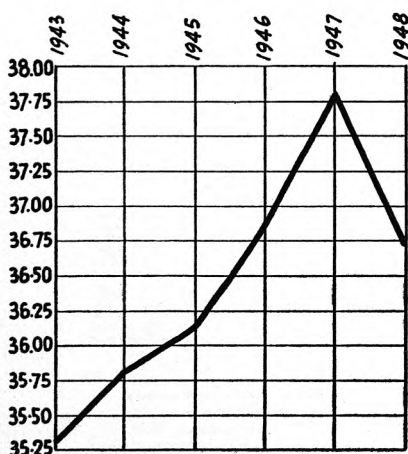


FIG. 4
SCIENCE

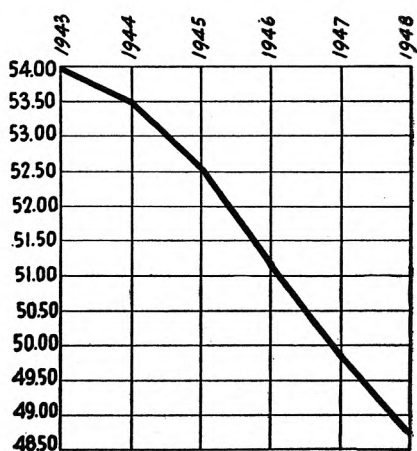


FIG. 5
SOCIAL STUDIES

ledge of the map of the world should decline. This knowledge should be basic to every event, and just as important for pupils entering high school in 1948 as it was in 1943. Yet a comparative study of the 1943 and 1948 answer papers showed that the decline in map knowledge was substantial, though not quite as great as the decline in the rest of the test.

Conclusions

The most impressive fact that emerges from all these statistics is the **steadiness** of elementary education in Alberta. The period covered by the study was one of considerable disturbance with respect to teaching personnel, salary unrest, and war and postwar conditions generally. And yet the over-all picture was quite favorable on a comparative basis

over the whole period. The general tendency was upward, if anything, though most of the changes were small. There was no suggestion of a general decline that might reasonably have been expected in the circumstances.

Whether the absolute standing in these five fields of the students entering the senior high school is as good as it ought to be is another question. But in the matter of trends, the study, in spite of all its limitations, should put us on our guard against proclaiming with too much confidence that the grounding of students entering high school today is very much poorer, if at all than it was in years gone by. There seems to be a sort of halo around the past that beautifies conditions which were in point of fact often no better than they are today.

Daily

SERVICE

The map shows a route starting from Edmonton and heading generally east and south. Stops include: NEULUBROOK, THORHILD, VILNA, COLD LAKE, EGREMONT, SMOXY LAKE, ST. PAUL, COOKING LAKE, TOFIELD, UIKING, WINFIELD, NEW SAREPTA, HAY LAKES, DINANT, CAMROSE, WAINWRIGHT, CHAUVIN, DUHAMEL, DAYSLAND, HARDISTY, CEAR, FERINTOSH, ALLIANCE, METISKOW, BASHAW, MIRROR, ALIX, and PROVOST. The bus is depicted at the bottom, moving towards the right.

Sunburst

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A.T.A. Representatives on Committees

The members of the Alberta Teachers' Association Discipline Committee and the Library Committee for the year 1950-51 have been nominated by the Provincial Executive as follows:

Discipline Committee: Marguerite Esplen, Lethbridge; Lars Olson, Holden; H. E. Smith, Edmonton; A. R. Patrick, Lacombe; F. J. C. Seymour (chairman), Calgary.

Library Committee: Marian Gimby, Edmonton; Frank Edwards, Edmonton; T. D. Baker, Edmonton.

The A.T.A. representative or representatives on the following Department of Education Committee, as nominated by the Provincial Executive are:

Curriculum Committees—

High School Curriculum Committee: F. L. Woodman, Calgary.

Junior High School Curriculum Committee: H. W. Bryan, Calgary.

Elementary Curriculum Committee: Anne Carmichael, Edmonton.

General Curriculum Committee: Eric C. Ansley.

Board of Teacher Education and Certification: J. L. Picard, Edmonton, F. J. C. Seymour, Calgary, Eric C. Ansley.

Examination Boards—

High School Entrance Examinations Board: W. G. E. Pulleyblank, Calgary.

High School and University Matriculation Examinations Board: N. A. Wait, Medicine Hat.

Radio Committee: J. R. Hemphill, Viking.

Audio-Visual Aid Committee: A. R. Patrick, Lacombe.

The A.T.A. representatives on other committees are as follows:

Faculty of Education Council: Eric C. Ansley.

Provincial Salary Schedule Committee: F. J. C. Seymour, Calgary; E. T. Wiggins, Didsbury; Eric C. Ansley.

Teaching Profession Appeal Board: M. E. LaZerte, Edmonton.

Board of Administrators, Teachers' Retirement Fund: F. J. C. Seymour, Calgary; T. D. Baker, Edmonton.

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Convocation, May 1950

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton May 17. The students were presented to convocation by Professor H. E. Smith, acting dean, Faculty of Education, with the exception of those receiving the degree of Master of Education. The latter were presented by Professor John Macdonald, director of the School of Graduate Studies. Degrees were conferred by Dr. G. F. McNally, chancellor of the University.

THE FACULTY OF EDUCATION ALUMNI GOLD MEDAL IN EDUCATION

Norma Jean Heichen, Stony Plain

First Class Standing

Fourth Year:

John Verdner Humphries, Saskatoon,
Saskatchewan
Ronald Stuart McLean, Calgary
Howard Barham Singleton, Edmonton

Third Year:

Norma Jean Heichen, Stony Plain
Clifford Elvin Shelton, Hardisty

Second Year:

Percy Lee Baxter, Sangudo
Valley Esther Depaoli, Calgary
Margaret Kibbe, Calgary
Barbara Frances Millett, Blairmore
Margaret J. Scott, Barrhead

JUNIOR DIPLOMA OF THE FACULTY OF EDUCATION

Elementary and Intermediate Schools

Shirley Ann Alexander
Lucille Hazel Beingessner
Laura Ella Brown
Nina Jean Buckles
Maxine Audrey Callaghan
Eleanor Ruth Cooke
Edith Mae Cruickshank
Marie Dahl
Edith Marguerite Dodds-Belanger
Barbara Jean Eggen
Mae Empey
Peggy Alice Grant
Dorothy Garnet Heather
Mary Eleanor Johnson
Eileen Marie Meyer
Barbara Frances Millett
Joan Elaine Morris
Marian Josephine Parker
Dorothy Phillis Rea
Marjory Thomson Reath
Wilma Roberta Reid
Ethel Elsie Rose
Margaret Stella Roski
Melba Eugene Schaefer
Erika Evelyn Schnell
Margaret Jeannette Scott
Marjorie Elizabeth Walker
Vera Mary Walters
Doreen Etta Watt
Maisie Violet Mary Wheatley
Eva Merle Woods
Ralph Gordon Pettibone

High Schools

Isabel Alcorn
Gillian Mary Allen

Valerie Jean Anderson
Mary Anita Bennett
Marjorie Jeanne Clark
Margaret Adele Cleveland
Gwendolyn Lucille Daley
Aileen Ruth Dent, B.A.
Valley Esther DePaoli
Helen Margaret Eckert
Janet Ruby Estrin
Corinne Eadie Fraser, B.Sc.
Evelyn Ruth Gauld
Jeannette Grogichuk
Marion Joyce Harper, B.Sc. (H.Ec.)
Bernice Agnes Holzworth
Jean Louise Hymas
Gloria Mary Jubb
Jean Nellie Keeley
Margaret Kibbe
Sylvia Claudia Kundarewich
Jean Eleanor Kyle
Edith Janet Lee
Enid Lee
Maria Annamelda Liviero
Dorothy Ann Loughlin
Edith Garmony McCullough, B.Sc. (H.Ec.)
Edith Elzaida McGhee, B.Sc.
Rosalie Ann Hope MacHaffie, B.A.
Sciserea Margaret MacLaine
Claire Medd
Louise Loretta Mersky
Agnes Elizabeth Newton
Agnes Doreen Noel
Gertrude Catherine Otterson, B.A.
Margaret Rosalie Pollo
Barbara Mabel Randall
Edith Aelfrida Reavley
Shirley Faye Rhodes
Phyllis Marcia Agnes Sadler
Sylvia Marie Sattler
Sheila Daune Shand
Gwendolyn Margaret Bernice Sinclair
Edna Beth Spackman, B.Sc. (H.Ec.)
Doreen Edith Spence
Pauline Sutermeister
Sr. Mary Francis Murray
Sr. Sheila Mary Cassidy
Josephine Antoinette Taborski
Edna Elizabeth Thomson, B.A.
Mary Tutty
Bertha Louise Wournell
Sonia Woytkiw, B.Sc. (H.Ec.)
Lillian Doris Yonkers
Alan Ferguson Affleck, B. of P.H. Educ.
Peter Alfred Andrews, B.Sc. (Agric.)
Walter John Bateman
Percy Lee Baxter
William Paul Behuniak
David Lynn Bennett
Glenn Ronald Bilton
Allan Boomer, B.A.
Roy Garrington Bowman
Fritz Brockman
Arrigo Peter Chiste
John Kitchener Clapperton

Leonard Allen Cooper
 Donald Jerome Corse
 Gerald Lynn Crawford
 Ivor Graham Dent, B.A.
 Otto Henry Deutch
 Tofen Dublanko
 Clarence Henry Emar
 John Sidney Forge
 Edward Freimanis
 Robert Clayton Harris
 Peter Edward Hofforth
 Alfred James Hosking, B.A.
 Walter Leslie Hughes, B.Sc. (Agric.)
 John Verdner Humphries, B.A., LL.B.
 Benny Janz, B.Sc.
 Walter Henry Kaasa
 John Kempo
 Robert Earle Klappstein
 Philip Lester Klem
 Lloyd Joseph Knowler
 Michael Alexander Kostek
 Allan Sherold Krebs
 Alvin Ernest Kunst
 Russell Leskiw
 Leroy Boston Lightfoot
 Arthur Franklin Long
 Albert Last
 Glenn Whitehall McCullough, B.Sc.
 Ross Douglas McCullough, B.Sc.
 Arthur George McFaul
 Robert Benson McIntosh
 Alexander MacKinnon
 Ronald Stuart MacLean, B.Sc.
 Edward Owen Marcum
 Donald George Marion
 Rene Marrinier
 William Melynk
 Mark Andrew Meunier
 Nick William Myshok
 Fred Harold Hugh Nielsen
 Arnold Oscar Purdy, B.A.
 Bernard Grant Reddick
 Peter David Redecopp, B.A.
 Keith Victor Robin
 Douglas Heber Ross
 Zenon Sadoway
 Ronald Noah Sauder
 Gordon William Edward Schwann, B.A.
 William Henry Smyth
 Alexander Stead Taylor
 Elmer Leslie Taylor
 Henry Thomassen
 Abram Voth, B.Sc.
 William James Richard Whitford
 Gilbert Roland Williams, B.Sc.
 George William Windsor
 John Albert Winterton

SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Ruby Olga Anderson
 Jean Esther Archibald
 Rita Bonneau
 Patricia Ellen Burbridge, B.A.
 Alberta Mae Byers
 Sydney Joyce Fleet
 Ruth May Hlland
 Eira Tydfil Jones
 June Rose Justin
 Helma Francis Martin
 Gwen Mary Amanda Morrison
 Ann Josephine Prokopuik
 Mary Elizabeth Stokoe
 Leah Joan Thurston
 Martin Louis Adamson
 Peter Antonenko
 Joseph Frank Berlando
 Nicholas Michael Bodnar
 Michael Bulat
 James Carlson
 Nicholas Julian Chamchuk
 Nicholas Chepeha
 Richard Harding Cunningham
 Thomas Glen Davies
 James Nelson Dennis

Harry Wylie Dewar, B.Ed.
 Ralph Leonard Eng
 Michael Gudzwatay
 Arnold Washburn Holmes
 Nicholas Hyrnyk
 Robert Patrick Jevne
 Clarence Sylvester Kartes, B.A.
 Harry Klufas
 Nick M. Kowalchuk
 Rosario Joseph Lacerte
 Wilfred Stephen Lencucha
 Donald Alexander MacDonald
 Milton Lewis McInnis, B.Sc. Agric.
 Peter Maciborsky
 Edward Mickelson
 Robert Leslie Pharis, B.Sc.
 Andre Robert Piard
 John Roland Powell
 Eric Price
 Robert William Smith
 John Gilchrist Stead
 Joseph Steedman
 William Tchir
 Henry John Unger
 Lowell Malcolm Williams

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION and granted the SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Gladys Gray Anderson
 Dorothy Hilda Cameron
 Isabella Hunter Clarke
 Celia Pauline Evans
 Ruth Evelyn Haney
 Norma Jean Heichen
 Josephine Kolisniak
 Winnifred Camillus McIntyre
 Eleanor Jean Marshall
 Mona Jean Michie, B.Sc. (H.Ec.)
 Agnes Genevieve Moreau, B.A. (Sask.)
 Nattalie Caroline Rudko
 Ulrich August Gustav Albrecht
 Merton Graham Atkin
 Everett Clayton Baldwin
 Ormus Anthony Bates, B.A.
 Albert Befus
 Warwick Adams Blench, B.A.
 John Robert Brill
 Daniel Patrick Brownlow
 Harold Bryant, M.A.
 Harold Haltrup Christensen
 Nickolas Dawson
 Arthur Kingsley Dean, B.A.
 James Clarke Hunter
 Ronald Reed Lilley
 John Joseph Lukenchuk, B.Sc. (A)
 Nick Lupaschuk
 Floyd Lutic
 Joseph Neil McCallum
 Donald Stewart McDavid
 Orran Leroy Matson, B.Sc.
 Laurence Motiuk
 Raymond Joseph Nadeau
 Marshall Alexander Nay, M.Sc.
 Richard Charles Quail
 Robert Alexander Ramsay
 Franklin Meredith Riddle, B.Sc. (A)
 Francis Joseph Robinson
 Cecil Henry Sangster
 Clifford Elvin Shelton
 Angus James Smith
 George Gilbert Stainger
 William George Wedder
 Allan Malcolm Winchester

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS AND GRANTED THE SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Kenneth Earle Brown
 Norman Peter Luyckfassel

**ADMITTED TO THE DEGREE OF
BACHELOR OF EDUCATION**

Colleen Dorothy Reid
Enid Elnora Sauder
Dorothy Shantz
Irene Cathleen Spady, B.A.
Amelia Juliette Werbisky
Phyllis May Young
Marcel Charles Asquin
Frederick James Clark
James Bruce Davies
Richard William Davies
William Earl Dawson
Thomas McCullough Dick, B.A.
Jack Boyard Fisher
Arthur Edward Alexander Fisk
Ronald George Henbest
Edward Wilson Kemp
Ross Frederick McCormick, B.Sc.
Gordon Bruce Peacock
Harold Sharlow
Howard Barham Singleton
William Soprovich
Wesley James Wetter
Robert Charles Willis
Frederick Alexander Wournell

**ADMITTED TO THE DEGREE OF
MASTER OF EDUCATION**

Vincent Alfred Macneil, B.A., B.Ed.
William Cowan McRoberts, B.Ed.
Ottar Massing, B.A., B.Ed.
William Moysa, B.Ed.
Samuel Edward Loring Pollock, B.Ed.
Kalman Joseph Rabkin, B.Ed.
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Resolutions Referred to The A.T.A. Education Coordinating Committee

Resolutions 70 to 76, which appeared in the March issue of *The A.T.A. Magazine*, were referred to

The A.T.A. Education Coordinating Committee.

Resolutions Referred to the Provincial Executive by Annual General Meeting, 1950

1. **BE IT RESOLVED**, that the Executive Council of the Association be asked to make recommendations to the next Annual General Meeting with respect to increased benefits under *The Teachers' Retirement Fund Act* and Bylaws. (**Executive**)

2. Whereas; most retiring teachers reach their sixty-fifth birthday sometime during the school year, and

Whereas; there is a shortage of teachers, and

Whereas; it is a decided inconvenience to boards to lose a teacher (often a principal) in midterm,

BE IT RESOLVED, that teachers on the completion of the school year in which their sixty-fifth birthdays come be allowed to include said year in computing retirement allowance. (**Local**)

3. **BE IT RESOLVED**, that increased centralization in educational administration be a topic for discussion at the Alberta Teachers' Association Workshop in the summer of 1950. (**Local**)

4. Whereas; the need for improved public relations is felt by the general teaching body, and since the Central Executive of the Alberta Teachers' Association has placed the stamp of approval upon a program of public relations betterment as evidenced by

the institution of the Banff Workshop;

BE IT RESOLVED, that a functioning committee be set up by the Provincial Executive to act as a Public Relations Board and that among other duties this board be required to

(1) consider the appointment of a fulltime director of publicity or public relations officer, who might also serve in the capacity of editor of *The A.T.A. Magazine*,
(2) supervise the general policy of *The A.T.A. Magazine*.

(3) consider the adoption of policies suggested by the membership through Alberta Teachers' Association locals,

(4) study ways and means of improving *The A.T.A. Magazine* and making it more useful to teachers. (**Local**)

5. Whereas; it may be that more publicity in support of the interests of the Association would influence the enactment of favourable legislation,

BE IT RESOLVED, that our Association, through its Central Executive, conduct a campaign by press and radio before each session of the legislature, such campaign to be for increased grants for education or any problem we may have as a profession. (**Local**)

6. Whereas; salary schedules give payment for training and ex-

perience, and

Whereas; the evaluation of training affects the salary of individual teachers to a considerable degree, and

Whereas; individual teachers have been trained at institutions outside of Alberta, and

Whereas; the professional body of medicine, dentistry, and law have a strong voice in the evaluation of the professional competence of their members, and

Whereas; the Alberta Teachers' Association is a professional body.

BE IT RESOLVED, that the Alberta Teachers' Association take steps to gain a commanding position on the committee for evaluating professional training in terms of Alberta degrees and certificates. (Local)

7. Whereas; teachers moving from a division with a health scheme lose benefits of such a plan when moving to a division with no plan,

BE IT RESOLVED, that the Alberta Teachers' Association adopt a group health insurance plan. (Local)

8. **BE IT RESOLVED**, that a teacher who ceases to be employed (a) for the purpose of taking an academic or professional course of study approved by the Board of Teacher Education and Certification (or by The Teachers' Retirement Fund Board) or (b) for travel, and who resumes employment under a permanent contract as a teacher, shall be allowed to make contributions to The Teachers' Retirement Fund, according to the rate of salary he would have received under the salary schedule, within two years,

Provided, however, that

(1) the employing school board or department may make all or part of such contribution on behalf of such teacher,

(2) this regulation shall not apply to a teacher who has taught less than one year,

(3) no teacher shall be allowed to contribute to the fund, under these regulations, for a total of more than two years,

(4) that travel be for educational purposes or be educationally beneficial.

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Announcement Regarding School Book Distribution Policy For the School Year 1950-51

From the School-Book Branch, Department of Education

To achieve more rapid distribution and to make textbooks more readily available, the School-Book Branch finds it necessary to give notice of the following changes which will take effect on and after July 1, 1950.

Withdrawal of the Teachers' Discount Authorization Form

The extended use of this form has imposed a burden upon the School-Book Branch which it cannot continue to carry. Even an augmented staff cannot fill with an adequate degree of promptness the avalanche of small orders arriving during September. The inevitable result is that hundreds of pupils are without texts for several weeks. After a thorough trial of three years it has been decided to abandon the scheme. Therefore all Teachers' Discount Authorization Forms are cancelled as of July 1, 1950.

Regulations Regarding Discount

1. Orders of any size which are sent directly to the School-Book Branch by students and teachers are not eligible for the wholesale rate. Such orders must be accompanied by a remittance for the full list value of the books. The School-Book Branch will prepay transportation charges.
2. Orders from school divisions, or school districts not within divisions are subject to the following regulations:
 - (a) **An order amounting to less than \$10.00** total list value, will not be granted a discount. Books will be supplied at prevailing list prices, postage charges prepaid by the School-Book Branch.
 - (b) **An order amounting to \$10.00 or more**, in terms of retail value, will be given a discount of 15 per cent off list price and transportation charges will be prepaid by the School-Book Branch. To secure this discount benefit, the secretary-treasurer must sign the requisition form and apply the seal or stamp of the division or district.

The discount privilege is given on the understanding that the books are to become the property of the school division or school district. However, books may be bought at a discounted rate for the purpose of reselling them to students, but the secretary-treasurer must guarantee that the students receive direct benefit by being able to purchase their books at actual cost.

Payment for Book Orders

A covering remittance, made payable to the School-Book Branch, in the form of a certified cheque, postal note or money order must accompany requisitions sent the Branch. If the secretary-treasurer authorizes an order to be charged, credit for sixty days will be given to a school division or a school district.

Local Dealers

The stocking of school texts by local dealers serves to make them more readily available. Steps are being taken to increase the number of such outlets so that pupils may obtain their requirements promptly at school opening. Unless distribution is being arranged in some manner through the school board office, principals and teachers are urged to assist their local dealers by supplying them with estimates of their pupils' needs.

News from Our Locals

ANDREW

John Huculak, Annual General Meeting delegate, reported to the members of the sublocal at the meeting held on April 28. Plans were made to invite the Willingdon-Hairy Hill and Mundare Sublocals to the next meeting.

BEISEKER

Sublocals Join

A very informative talk on the pension plan was given by Tom Murray at the regular meeting of the sublocal.

It was decided at a previous meeting that the Kathryn-Irricana Sublocal would join the Beiseker Sublocal, and it was felt that this amalgamation would make the sublocal more active.

L. R. Workman of Kathryn gave a talk on *Reading in Mathematics* at the March meeting.

BOYLE

The Boyle Sublocal held its April meeting to discuss the plans of the track meet. W. A. Deepprose was elected director and Kathleen Armstrong, secretary, of the track meet.

CLOVER BAR

Successful Festival Held

Fifteen teachers of the sublocal met for their monthly meeting in the Health Unit Office on May 6.

President Albert Hohol reported on the festival, which was considered to be one of the most successful festivals held.

Isabel Smith, teacher of Good Hope School, gave a very interesting account of the experiences of Cinderella and herself on their trip to Eastern Canada. Mr. Hohol moved a vote of thanks to Miss Smith.

Officers elected for the track meet at Clover Bar are A. E. Hohol, presi-

dent, and May Cruickshank, secretary-treasurer.

COALDALE

Congratulate McNair Knowles

The 28 teachers present at the May sublocal meeting extended congratulations to Mr. Knowles for his success in becoming the district representative for Southwestern Alberta.

The major topic of discussion was the track meet, which is being held this year on a competitive basis between schools rather than individuals. This is considered a difficult plan as some of the schools have only three rooms, while others have up to twenty rooms.

The salary negotiating committee reported that little progress had been made in dealing with the board, but that they would continue negotiations for a higher salary schedule for teachers with more than four years of training.

Although insufficient knowledge of the proposed county system prevented many of the members from entering into a discussion of the system, the members, as a whole, objected to it.

COUTTS-MILK RIVER

Further discussion of the raising of funds towards scholarships for all grades in the sublocal was held, and all members agreed that efforts should not be spared in reaching the set goal.

Marion Dacyk suggested that at the last meeting, which is to be held at Masinasin, the social part of the meeting include a series of competitive indoor games.

DRUMHELLER

The sublocal has had a very active year. At the February meeting the

members heard an interesting talk by a former member of the sublocal, Gordon Taylor, M.L.A. He spoke on *The Two Themes of Education, The Aristotelian and the Baconian*.

At the March meeting, discussion centred on the field sports day, the writers' course to be held at Banff, and the teachers' institute in May.

Superintendent J. Jensen gave an informative talk on Modern Trends in Education at the institute. The teachers present were entertained at a banquet by the Drumheller Sublocal.

EAST SMOKY

Plan for Circulating Library

A discussion took place regarding salaries and a new schedule was drawn up at the March meeting of the sublocal. Several teachers made contributions towards the furnishing

of the Old Men's Home in Grande Prairie.

Suggestions were given to the councillor about the fall convention, and plans were made for a circulating library for the East Smoky Division for next year.

EDBERG-MEETING CREEK

At the March meeting of the sublocal, Roberta Wilson, the home economics teacher at Edberg, gave an interesting talk and demonstration on weaving. Sonia Hanson and Irene Nelson gave a talk on primary reading.

EDSON

The full attendance at the sublocal meeting in April heard an excellent report on the Annual General Meeting by John Reid. Mr. Dakin reported on the medal to be presented to

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GALAHAD

Birdsell Reports on A.G.M.

The decision to make a start on a filmstrip library to service the three towns was reached by the 16 teachers present at the April sublocal meeting.

Ivan Birdsell, Annual General Meeting delegate, gave a comprehensive report of the convention, in which he dealt primarily with the report by Dr. LaZerte on the status of the teaching profession, and the report by Dr. Sansom on *The County Act*. He urged the sublocal to contact the ratepayers in an effort to acquaint them with the terms of this Act.

GRANDE PRAIRIE

At the May meeting held in St. Joseph's School, the 24 sublocal members decided on plans for the track meet. Following this, a discussion on the county system was led by Harold McNeil and W. A. Kujath.

Mr. McNeil gave an interesting report on the convention, including such topics as fees, pensions, and the new Alberta Teachers' Association building.

To close the year's activities, the sublocal is having a picnic and meeting at Lake Saskatoon at 5:30 Wednesday, June 14, to which teachers from other sublocals are welcome.

GRASSWOLD

Change to Workshop Convention

The best attended and possibly the most interesting meeting of the season was held in Rockyford School on May 3.

The annual track meet—an issue complicated by the recent outbreak of communicable diseases in Standard—was discussed and tentative plans laid.

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Councillor Douglas Jardine, in a brief report, touched on the proposed salary schedule and the changes in the fall convention. The members seemed eager to give the workshop type of convention a trial.

A special feature of the evening was the Annual General Meeting report by L. Sagert. He epitomized the highlights of the convention, dwelling particularly upon teachers' pensions and the dangers inherent in *The County Act*.

LAC STE. ANNE

The Annual General Meeting report by Councillor G. M. Crawford and a report by F. J. Woodhouse on the developments of a provincial salary schedule were given at the annual meeting of the local in Cherrill in April.

Following a discussion of the school ball tournament, John Dickson presented a program of rules and competitions.

LETHBRIDGE

Appoint Teacher Representatives

Excellent reports of the work carried on at the Annual General Meeting were given by the delegates Marion Clarke, Marguerite Esplen, F. A. Rudd, and W. Thomas at the April meeting of the city local.

It was decided that voluntary donations to the Junior Red Cross be collected from the staffs of the schools by the school representatives.

The following teachers are to represent the schools on the educational committee of the Chamber of Commerce: Lorne Blackbourne, senior high school; W. J. Gordon, junior high school; D. Glambeck, elementary schools.

In June a social meeting will be held with Miss Esplen as chairman of the banquet committee, and Mr. Turner, chairman of the program committee.

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MACLEOD

The executive of the local met with the salary negotiating committee at Claresholm on April 16.

Points for a new salary schedule were outlined. A tentative date was set for the track meet and arrangements were made for a banquet to be held at Claresholm. Members of the school board and their wives and the superintendent and his wife will be the guests at the banquet.

PONOKA

On May 3, the regular meeting of the sublocal was held with Mrs. Martin presiding.

Plans for the final track meet were discussed and all teachers were asked to attend.

Ivan Mallett gave a very complete and interesting report on the Annual General Meeting.

PROVOST-HAYTER

Roy Fraser gave an interesting report on the Annual General Meeting to the members present at the May sublocal meeting.

Final plans were made for the track meet at Provost, and some discussion was held on a hospitalization scheme for teachers, but no definite decision on the scheme was made.

SEBA BEACH

At the last three meetings of the Seba Beach Sublocal, the main business has been: plans for a music festival, under the capable direction of Laura Parnham; Annual General Meeting report; preparations for the track meet; and the June meeting, a business meeting combined with a social gathering, to be held at Pembina River.

SPIRIT RIVER-RYCROFT

Plans were laid at the April meeting to provide assistance in furnishing the Grande Prairie Old People's Home through donations by teachers of the Spirit River Local.

Ethel Fildes presented an account

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of proceedings at the Annual General Meeting, which was followed by a lively discussion on *The County Act*, *The A.T.A. Magazine*, the proposed Alberta Teachers' Association building, pension changes, and the provincial salary schedule.

Demonstrations were given in American folk dancing and in choral singing. A tour of the Rycroft School and inspection of the pupils' work completed the evening.

STONY PLAIN

M. Mosley, P. Cox, and E. C. Oestreich gave reports on the Annual General Meeting at the local meeting held in April.

Donate to Flood Relief Fund

At a meeting of the Stony Plain-Spruce Grove Sublocal in Stony Plain, the members voted a donation of \$15 to the Manitoba Flood Relief Fund. It was also suggested that a recommendation be forwarded to the local to the effect that a donation for the same cause be made from the central funds.

It was decided to recommend the name of Donald Shultz to the central executive as a delegate to the Banff Workshop.



"I'm saying good-bye. After to-day's report card, I don't know where I'll be tomorrow."

ST. PAUL

Reorganize Projector Circuit

At a meeting held in St. Paul School in April the teachers of the sublocal decided to hold a festival before the end of the present term. Sr. St. Daniel, Sr. Ste. Therese d'Alencon, and Margaret Langlois were elected as a committee to attend to the details of organization.

A report on the Annual General Meeting was given by the local councillor, A. Marcotte.

Final arrangements for the exchange of a battery-operated film-strip projector for a Coleman lamp projector were completed. It is planned to reorganize the projector circuit and to have it in operation early next term.

Officers for the coming year are Paul Duteau, president; Joan McMahon, vice-president; Real Binette, secretary and press correspondent. The executive plans to reactivate the sublocal by including more social activities at future meetings and by organizing group social activities.

STURGEON

At the meetings of the local during the past four months, the following business has been dealt with: Music festival; local institute meeting, salary negotiations by the committee, Guy Raboud, J. Andrusiw, and R.

Public Service of Alberta Department of Agriculture

The Department of Agriculture requires a Dean of Men Students for the School of Agriculture, Vermilion. Applicants must be capable of supervising the dormitory life of the students and of directing the physical education program.

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McLean; Annual General Meeting resolutions; testing program for grades VI to VIII, under the chairmanship of P. Wacowich; the reviewing of the federation insurance scheme; tentative plans to send a representative to the Banff Workshop; and the incorporation of the Beverly Sublocal into the local.

SWALWELL-ACME

The May meeting of the Swalwell-Acme Sublocal was attended by the teachers from Carbon. The main item on the agenda was the forthcoming track meet and each teacher present was assigned an age group for which he will be responsible at the meet.

Mr. Sagert from Swalwell gave an informative talk on the pension scheme in effect in Alberta.

Plans for the last meeting of the term, which will be a social gathering, were left to the program committee.

STRATHMORE

At the May seventeenth meeting held in Strathmore, plans were made for the annual picnic, to be held in Strathmore on June 14.

Superintendent Macleod gave an interesting talk on the various methods of promoting pupils from grade to grade. L. R. Workman reported on the Annual General Meeting, dealing especially with The Supplementary Pension Fund and The Teachers' Benevolent Fund. Sam Crowther gave a report of the local executive meeting.

VULCAN

At the sublocal meeting at the home of Mr. and Mrs. J. Majakey, E. H. Kumlin and K. C. McPherson, members of the salary negotiating committee, gave a report on their recent meeting with the divisional board.

The track meet was discussed and a picnic planned for the June meeting.

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